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# 2018 Assurance Argument

Prepared for the Higher Learning Commission

# Criterion 1. Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### 1.A.1

Founded in 1867, West Virginia University (WVU) is West Virginia's flagship, land-grant university. WVU's mission to serve the state and its citizens--through access to higher education, research and scholarship, and comprehensive health sciences--is understood clearly by its constituencies and guides its decisions.

WVU's current strategic vision, consisting of a mission, vision, and values statement, reflects the culture of the institution, and was developed through a yearlong process launched in March 2016 during the President's [State of the University \(SOU\) address](#).

In February 2016, WVU was elevated by the Carnegie Classification of Institutions of Higher Education to the [Carnegie Basic Classification](#), "R1: Doctoral Universities – highest research activity," which was the vision statement of the [WVU 2020 Strategic Plan for the Future](#). With this achievement, WVU began to develop a new strategic vision for the institution.

First, WVU identified the three pillars of its land-grant mission: education, healthcare, and prosperity, which epitomize all WVU does to advance the institution and serve the state. Next, representatives from across the WVU system worked collaboratively to create a draft of WVU's mission, vision and values. Beginning in April 2016, with ongoing guidance from the Executive Leadership Team, WVU held three [campus conversations](#) open to all members of the campus community and met with targeted constituency groups, including students, faculty, chairs, associate deans, academic affairs leadership, deans, and key communicators,

to gather feedback, revise, and produce a final strategic vision that represents the collective voice of the university.

In March 2017, the President shared the results of the university's conversation in a special [SOU](#). On April 21, 2017, the Board of Governors (BOG) [endorsed](#) WVU's new mission, vision, and values.

## 1.A.2

### Academic Programs

WVU offers a wide range of high-quality [academic programs](#) at the associate, undergraduate, graduate and professional [levels](#) that are consistent with its land-grant mission, support the three pillars of education, healthcare and prosperity, provide access and opportunity, advance high-impact research, and engage in innovation that transforms the state and world. WVU's academic degree programs are outlined in the [Undergraduate and Graduate/Professional Catalogs](#), posted on the institution's website, and reported annually to the West Virginia Higher Education Policy Commission and to the Department of Education (DOE). The DOE receives this information through the Integrated Postsecondary Education Data System (IPEDS) [completions submissions](#) for each location, which are available on WVU's website.

WVU offers 194 programs, including 39 medical and dental residency programs, that have earned 199 [specialized accreditations](#). All academic programs undergo [review](#) every five years to assess mission, faculty productivity, student enrollment, graduation history, facilities and equipment, assessment, and program improvement. See 4.A.1 for more information on [academic program review](#).

WVU's commitment to advancing research is reflected in its [Carnegie Basic Classification](#), which underscores WVU's position as the only R1 doctoral institution in West Virginia. This profile demonstrates WVU's evolution from a regional undergraduate teaching institution to a [research university](#). In 2016, faculty conducted \$140 million in [sponsored contracts and research grants](#). See 3.B.5 for more information on faculty contributions to research.

WVU's two largest additional locations, WVU Keyser and WVU Beckley, are key to fulfilling the institution's land-grant mission of service to the state. WVU Keyser, which has an [open admission policy](#) for West Virginia residents, [offers](#) numerous AA degrees that allow students to change campuses and complete a baccalaureate degree in Morgantown; AAS degrees that prepare students to enter the workforce upon completion; four BAS degrees; and a 1 plus 3 BSN in conjunction with the WVU Morgantown School of Nursing. WVU Beckley's [vision](#) is to become a STEM and career-oriented teaching institution that supports building economically viable industries in a state where traditional extractive industry activity is waning. WVU Beckley's engineering programs are ranked among the top 100 undergraduate engineering programs by U.S. News & World Report, among other [rankings](#).

## Student Support Services

See 3.D.1 for more information.

## Enrollment Profile

WVU Morgantown serves students at the undergraduate, graduate and professional [levels](#) in its role as the state's flagship, land-grant, and Carnegie R1 institution. Its two largest [additional locations](#) allow WVU to provide educational opportunities to residents throughout the state. WVU's enrollment practices reflect the institution's commitment to inclusivity and access to higher education in a state that is below the national average with respect to income, educational attainment, and racial and ethnic diversity. WVU Morgantown enrollment across its colleges and schools demonstrates the depth and breadth of the educational opportunities the institution provides to the citizens of the state. WVU's land-grant mission is apparent in [enrollments of its agriculture and engineering schools](#).

### *WVU Morgantown*

WVU Morgantown offers a large school environment in a small city with a major athletics program. Fall 2017 [enrollment](#) included 22,504 undergraduates and 5,905 graduate and professional students. Total enrollment at WVU Morgantown has been stable over the past decade. The majority of the students enrolled are full-time undergraduate degree-seeking students of traditional college-going age. WVU Morgantown is committed to providing [undergraduate research](#) and [entrepreneurship](#) opportunities. The [average ACT score](#) for first-time freshman (FTF) students in fall 2017 was 24.1.

[Graduate and professional education](#) made up 20.8% of WVU's fall 2017 enrollment, and WVU has encouraged further enrollment growth through 23 [new graduate programs](#) since 2012-13, increased graduate assistant stipends, and targeted fellowships. Graduate education also fulfills WVU's research mission. WVU's doctoral research programs and many of its master's degree programs include experience conducting research projects. Research funding provides financial support and valuable research training for graduate students, with [767](#) students supported by graduate research assistantships in fall 2017. Additionally, [744](#) graduate students were supported by graduate teaching assistantships and [136](#) were supported by graduate service assistantships.

### *WVU Keyser*

WVU Keyser is an [affordable](#), small school in a rural setting. In fall 2017, 1,410 undergraduates were [enrolled](#). In 2015-16, 94% of WVU Keyser students received some type of financial aid, and 69% of full-time, first-time freshmen received a Pell grant. The [average ACT score](#) for FTF students in fall 2017 was 20.0. Students may apply credits earned at WVU Keyser toward a bachelor's degree from WVU Morgantown; approximately 100 students [transfer](#) from WVU Keyser to WVU Morgantown each year to complete their degrees.

### *WVU Beckley*

WVU Beckley provides an opportunity to earn a bachelor's degree from a small school in a small city environment, and allows students in the southern part of the state to earn a WVU degree while staying close to home. The size of the institution and its focus on STEM education appeal to many students. Over 30% of its students are enrolled in a STEM major, as defined by the National Science Foundation. The [average ACT score](#) for FTF students in fall 2017 was 20.9.

### *Diversity*

WVU is committed to building a diverse and inclusive community of scholars. The institution has developed several recruitment initiatives, including a number at the [graduate and professional levels](#), to attract exceptional and talented students from diverse backgrounds, races and ethnicities that have traditionally been underrepresented on college campuses. These efforts have been successful. In fall 2017, [WVU Morgantown enrolled 1,194 Black/African American students, 985 Hispanic students and 1,065 students reporting two or more races](#). See 1.C for more information.

### *First-Generation Students*

WVU [enrolls](#) a large proportion of first-generation college students at all of its locations. In fall 2017, first-generation students made up [21%](#) of the undergraduate student population. WVU provides a number of [support services](#) directed to this population, the most prominent of which is the Student Support Services/TRIO (SSS) Program. SSS provides individualized, wrap-around services to first-generation students, including academic programming, social events and cultural enrichment that help foster the successful completion of a baccalaureate degree.

## **1.A.3**

See 5.C.1.

## 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

## Argument

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### 1.B.1

WVU recognizes the importance of presenting its mission clearly to the public and articulates that mission through its [mission, vision and values statements](#).

WVU's mission is: "As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and around the world through local, state and global engagement."

WVU's vision focuses on the institution's goals: "As One West Virginia University, we are purposeful in our studies and our work so that we can partner with our communities — both near and far — to bring needed and valued solutions to real-life problems within the pillars of education, healthcare and prosperity."

WVU's five core values guide the implementation of the institution's strategic vision and frame all decisions and actions:

1. Service: We seek opportunities to serve others and are committed to providing the highest quality of service.
2. Curiosity: We ask questions, seek new opportunities, and change through innovation.
3. Respect: We are respectful, transparent and inclusive with each other.
4. Accountability: We perform at our very best every day to create a University that is responsive, efficient and effective.
5. Appreciation: We support and value each other's contributions as we build a community that is One WVU.

A 2017 [video series](#) on how WVU lives its values was [publicized](#) to all members of the WVU community.

## 1.B.2

WVU clearly articulates and publicizes its commitment to its mission, and emphasis on various aspects of its mission, through multiple venues, such as:

- [Faculty Handbook](#)
- [Undergraduate Catalog](#)
- [Graduate/Professional Catalog](#)
- [2017 Master Plan](#)
- [Classified Employee Handbook](#)
- [WVU Morgantown's webpage](#)
- [WVU Beckley's webpage](#)
- [WVU Keyser's webpage](#)

In addition, SOUs are a primary channel through which WVU publicly articulates its commitment to its mission, communicates the institution's emphasis on aspects of its mission, and advances activities undertaken by the institution to fulfill its mission. Aspects of WVU's mission, including education, healthcare, prosperity and research, have been central tenets of all recent SOUs.

For example, the [October 2014 SOU](#) introduced the concept of "OneWVU" to bring all parts of WVU together in partnership. This idea extends to streamlining processes, solving problems collaboratively, breaking down boundaries and eliminating bureaucracy to make WVU a more efficient and effective university. The March 2016 SOU discussed WVU's [Carnegie Basic Classification](#) of "R1: Doctoral Universities – highest research activity," and introduced the three pillars of education, healthcare and prosperity that are essential to WVU's mission, as well as how WVU fulfills these three pillars through initiatives like [WVUTeach](#), the [Opioid Medication Therapy Management Program](#), the [WVU Energy Institute](#), and the [WVU Innovation Corporation](#).

Subsequent SOUs have updated the WVU community on important progress and new initiatives under each of the three pillars. In March 2017, the mission, vision and values were introduced through an [SOU](#) and recommitted WVU to being a vibrant educational and research environment, which includes being a center for civil discourse, "where right and left meet ... where religions from around the world gather ... where languages and customs are shared ... where we embrace our unique differences."

The latest September 2017 [SOU](#) focused on the pillar of prosperity, and particularly on [West Virginia Forward](#), an initiative WVU undertook in partnership with the State Department of Commerce and Marshall University to commission McKinsey & Company in a search for a fresh look at West Virginia's problems and pathways to solving them. West Virginia Forward has three objectives:

1. Reinforce the foundation that supports economic growth, including infrastructure, talent base and business climate;
2. Identify potential sectors in which West Virginia can diversify the economy; and
3. Draw a clear roadmap, helping partners around the state navigate toward a shared goal of a prosperous West Virginia.

### 1.B.3

WVU's mission documents identify it as a public, land-grant institution of higher education committed to serving the citizens and state of West Virginia. The mission further states that WVU offers academic programs, produces research, and provides healthcare that advances prosperity and transformation locally, at the state level, and globally. WVU is bound to pursue the activities of a university, and the intended constituents of its educational programs and services are its students, the communities that surround WVU, the citizens and state of West Virginia, the nation, and the world.

WVU's website also identifies the nature, scope and constituents of the institution. The [homepage](#) provides information about the university, its academic programs, and its services to students, employees and the general public. Specific constituencies, such as future students, current students, faculty, staff, alumni, and parents, are supplied with additional links that provide current information for those audiences. The [Catalog](#) also presents information regarding the nature and scope of the academic programs offered at WVU.



## 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

## Argument

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### 1.C.1

WVU's [March 2017 SOU](#) affirmed the institution's [land-grant mission](#) and commitment to an inclusive culture that advances education, healthcare, and prosperity for all through equal access and opportunity, high-impact research, and transformational leadership. The SOU also underscored that WVU's mission is supported by the core institutional values of Service, Curiosity, Respect, Accountability, and Appreciation. The WVU Board of Governors (BOG) [endorsed](#) these statements during its regular meeting on April 21, 2017.

WVU's promotion of equality has led to [increasing numbers of diverse students](#) at WVU since Fall 2013. In service to the success of diverse groups on campus, the institution has enhanced, developed, and planned services and programs to support differences, with special consideration for the needs of [first-generation college students](#), many of whom are West Virginians from rural, economically-challenged backgrounds with limited access to a university education.

### LGBTQ+

WVU's [LGTBQ+ Center](#) opened in 2016 to provide [support](#) and [programming](#) for lesbian, gay, bisexual, transgender, and queer/questioning Mountaineers, and to unite students, faculty, staff, and community members. The center provides [academics](#) and [advocacy](#), and serves as a clearinghouse for [campus](#) and [community](#) resources on LGBTQ+ education, policy, and history. Credit-bearing classes and general programming stress the intersectional aspects of LGBTQ+ histories, theories, and experiences to highlight the diversities of race, ethnicity, region, gender identity and expression, sex, and social class in LGBTQ+ communities. Students are encouraged to fully understand the interlocking challenges minority communities face by interacting with LGBTQ+ Center [events](#), [Safe Zone](#) training, and the [True Colors Living-Learning Community](#).

### Women

The [WVU ADVANCE Center began](#) with a \$3.2 million award from the National Science Foundation and is now fully funded by the Provost's Office. Early initiatives focused on

creating a supportive academic culture and included systematic data collection to document organizational trends and issues, policies that support work-life integration, transparent and inclusive recruitment and evaluation practices, and leadership programs that promote diversity. Achievements include improvements in the advancement of female assistant STEM faculty to associate and full professors and key administrative roles, as well as progress in addressing faculty issues documented in climate and exit surveys. ADVANCE has developed and implemented [Dialogues](#), a facilitation that supports inclusive decision-making, cohesive teams, and collective engagement among disparate groups.

ADVANCE has worked with 18 departments and trained faculty facilitators at three land-grant universities: North Dakota State University, Montana State University, and Oklahoma State University. ADVANCE is expanding original initiatives in research and practice to add to the existing body of published research, collaborate with other universities on broadening participation, and assess the impact of new initiatives focused on leadership development, faculty engagement, and enhancement of institutional capacity.

The [Women's Leadership Initiative](#) (WLI) was founded in 2011 to [advance women leaders](#) at WVU. Since then, the Provost's Office has invested resources and personnel into WLI, which has trained over 200 women across campus. These trainings were initially held with external consultants, but the success of the program and its priority within the Provost's Office have allowed the institution to develop and use [internal coaching](#), which provides a wider scope, helps women expand their leadership skills, and builds strong multidisciplinary networks of WVU professionals. Workshops are tailored for women serving in the academy to address leadership challenges specific to higher education.

In addition, the [Center for Women's and Gender Studies](#), under the Eberly College of Arts and Sciences, offers the institution a central location for discourse in the academic field of women's and gender studies. Majors, minors, and graduate certificates in the field are offered. The center has a network of over 100 faculty associates who offer courses. The center also sponsors presentations, fireside chats, scholars in residence, scholarships, and awards for students and faculty.

The newly established [Women's Resource Center](#) (WRC) is a physical space for those interested in gender equity to meet, discuss policy, share research, and learn about gender-related resources that WVU offers. The WRC was proposed by the [Council on Women's Concerns](#) and also addresses issues of racism, classism, xenophobia, and other intersecting topics. The WRC understands gender to include women, transpeople, and men, and welcomes all to participate in their gender-equity events, scholarship series, reading group, and proposed student organization.

Finally, the [National Center for Excellence in Women's Health](#) and the [Women's Business Center](#), along with WVU's [lactation network](#) and [gender-inclusive restrooms](#), are additional resources for women.

## Veterans

WVU is committed to the postsecondary success of [veterans](#) by providing [support](#) to over [400](#) veterans, military personnel, and their [families](#) currently studying at the institution. WVU Veterans helps this population with the admissions process, orientation, benefit processing, and financial aid. Additional [programs](#) are also offered, including the successful [Military to Mountaineer Mentor](#) and annual [Veterans Day Breakfast](#). Because of these efforts, WVU is recognized as a [military-friendly](#) university.

## People with Special Needs

WVU [complies](#) with the Americans with Disabilities Act and offers [accommodation](#), [monitoring](#), and [grievance](#) procedures to all faculty, staff, and students. WVU is committed to Section 504 of the Rehabilitation Act, which requires institutions of higher education to provide architectural and programmatic access to persons with special needs. Employee and visitor requests are overseen by an ADA Coordinator, who reports through the Division of Diversity, Equity and Inclusion.

Students with special needs are served at all three major [locations](#) by the [Office of Accessibility Services](#). Accommodation and advocacy provided through these offices help students achieve their academic goals regardless of any physical, learning, psychological, sensory, or other documented need. The WVU Morgantown office was moved under the governance of [Undergraduate Education](#) in June 2016 and [reorganized](#) to provide greater clarity and support to students and faculty in requesting and providing reasonable accommodations.

## Nontraditional Students

WVU encourages the success of [nontraditional students](#) through [scholarships and loans](#), as well as [childcare resources and financial support](#) for students who are parents. WVU's longstanding [nontraditional student program](#) serves undergraduate students [over the age of 25](#) who are starting college for the first time.

## Campus Diversity: Promotion and Support

WVU has a strong network of [offices and centers](#), including [International Students and Scholars Services](#) and the [Center for Black Culture and Research](#), that support and promote diversity. Students have access to hundreds of [organizations](#) that allow them to explore their interests and engage in service and learning opportunities. In addition, WVU units across campus sponsor awareness and inclusion [initiatives](#). The 22-year-old [David C. Hardesty, Jr. Festival of Ideas](#) and the newly established [Campus Read](#), for example, invite the campus community to come together to respectfully exchange a broad range of multifaceted ideas on current topics. The Office of the President issues supportive [statements](#) on WVU's diversity efforts and addresses national and international events that give rise to issues that impact marginalized groups.

## 1.C.2

### Academics

The Faculty Senate adopted an [inclusivity statement](#) in February 2013 that faculty members are strongly encouraged to include on their syllabi. WVU offers over 400 [majors](#) in an expansive range of academic disciplines. Undergraduate education offers opportunities for [service learning](#), which allows students to share and receive knowledge and assistance from diverse populations within the larger community. WVU is steadily growing its global academic offerings, most recently with an HLC-approved additional location at the Royal University for Women in Bahrain as part of WVU's first [Global Portal](#). In addition to the portals, WVU continues to offer [education abroad](#) programs, as well as a newly created [global competency certificate](#) to encourage students to build skills that will serve them in today's global workforce. WVU supports its graduates living abroad through the WVU Alumni Association and their growing number of [international alumni chapters](#). See 3.B.4 for more information.

### Enrollment

Efforts to diversify enrollment have been successful. WVU enrolled 1,458 Black/African American students, 1,063 Hispanic students and 1,178 students reporting two or more races in fall 2017. These figures represent increases in both the [number](#) and [percentage share](#) of underrepresented minority students for the period since 2013.

WVU's enrollment practices reflect the institution's commitment to inclusivity and access to higher education in a state that is below the national average with respect to income, educational attainment, and diversity. In fall 2017, Enrollment Management was [realigned](#) to report to the [Vice President for University Relations](#) to provide students a cohesive experience from recruitment through commencement. Both [Undergraduate](#) and [Graduate](#) Admissions work with the [Division of Diversity, Equity and Inclusion](#) to incorporate diversity outreach and engagement in their recruitment operations, including the annual [Colloquium for Aspiring Underrepresented Doctoral Candidates](#). In addition, [admissions counselors](#) are assigned specifically to support local, national, and international applicants. Once a student has been admitted, diversity [scholarships](#) are available to support them during their time on campus, including the [Chancellor's Scholars Program](#), [W.E.B. Du Bois Fellowships](#), and [Southern Regional Education Board Doctoral Scholars Program](#) for those [enrolled](#) in graduate and professional programs.

### Division of Diversity, Equity and Inclusion

WVU created the [Division of Diversity, Equity and Inclusion](#) (DDEI) to connect [compliance functions](#) with broader diversity and inclusion [programming](#). DDEI is charged with primary responsibility for the institution's compliance with [Title VII of the Civil Rights Act of 1964](#), [Title IX of the Education Amendments Act of 1972](#), and the [Americans with Disabilities Act of 1990](#). Recent administrative changes shifted remaining federal compliance oversight to Academic Affairs and the Division of Human Resources. [DDEI's 2017 report to the Faculty](#)

[Senate](#) outlines these administrative changes and highlights the division's success with enhancing the institution's capacity to fulfill its commitment to diversity, including:

- Collaborating with the Division of Human Resources to enhance and track the inclusive recruitment of faculty and staff
- Collaborating with Student Life and Enrollment Management to support and track the recruitment and retention of students from diverse backgrounds
- Assisting to improve the communication and collaboration between units to foster the [One WVU](#) climate of inclusion
- Sponsoring and co-sponsoring a wide variety of programming that supports the inclusion and success of all WVU students

## Title IX

WVU [complies](#) with and provides resources regarding [Title IX](#), addressing complaints thoroughly and in a timely manner to uphold its obligation to ensure an equitable education for all students and to protect all members of the campus community from discrimination. WVU takes immediate steps to address any sex discrimination, sexual harassment, or sexual violence to prevent it from negatively impacting the community. In addition, Title IX training is available to all [faculty](#), [staff](#) and [students](#). BOG Policies [31](#) and [44](#) govern compliance with federal Title IX conduct monitoring and reporting. See Criterion 2.A for more information.

## Human Resources

The vision of the Division of Human Resources recognizes the [value](#) of a diverse workforce. and attains an inclusive community of faculty and staff through its [Division of Human Resources](#) (HR), which has primary responsibility for overseeing the institution's [affirmative action and equal employment opportunity policy](#). Day-to-day responsibility for planning and implementation of equitable employment strategies, standards, and practices rests with HR's [Office of Equal Opportunity and Affirmative Action](#). HR has extended its [employment outreach efforts](#) into diverse segments of the population. HR works to foster an environment where all can freely pursue their goals and aspirations and has made [harassment and hostile work environment prevention training](#) a requirement for employment for all WVU employees. WVU has implemented an institution-wide program, [WVUHire](#), that supports efforts in recruiting a diverse pool of candidates for open positions. [Search guidelines](#) have been implemented, and WVU explicitly refers to its equal opportunity and affirmative action commitment in employee [recruiting](#) announcements and advertisements.

## Global Affairs

The [Office of Global Affairs](#) was [consolidated](#) under the Provost's Office to establish a comprehensive approach to global education, research, international education, and international student recruitment and [enrollment](#). Through the integration of international students, faculty, and staff, WVU creates a diverse community of ideas, backgrounds, and perspectives that enriches the experience of students, scholars, alumni, and the local

community. There are numerous opportunities for faculty and students to have hands-on opportunities abroad, promote international partnerships, and strengthen international ties.

## 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## Argument

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### 1.D.1

WVU's commitment to the public good is evidenced across the institution, through its [mission statement](#), a culture of service, and robust engagement with WVU's internal and external constituencies throughout West Virginia and beyond. The Carnegie Foundation has recognized WVU with their selective [Community Engagement Classification](#). In addition, WVU has received awards from several other [external](#) entities for public service, and the institution annually presents [internal](#) awards for faculty, staff, and students recognizing meritorious public service. As one of the state's largest employers, WVU and its academic medical system play a direct role in the economic success of north central West Virginia.

According to the [Bureau of Business and Economics Research](#), in 2014 operations of WVU Morgantown represented a total economic impact of more than \$3.6 billion in the five-county region of north central West Virginia as well as direct and indirect support across the state for 26,000 individuals (22% of the total state workforce), \$1.6 billion in total employee compensation (15% of the state's total compensation), \$66 million in tax revenue to the state, and an economic impact 20 times larger than the institution's state appropriation.

President Gee returned to WVU in 2014 and visited all 55 state counties on his Country Roads [listening tour](#) to hear directly from the state's citizens on their ideas about how to build WVU's capacity to "be helpful and (understand) what the needs and wants are of folks around the state." After his 2015 [follow-up tour](#), he pledged that WVU would help to "reinvent West Virginia's future." This promise has culminated in his 2017 [introduction](#) of [West Virginia Forward](#), a collaboration between WVU, the West Virginia Department of Commerce, and Marshall University to identify short-term, larger-scale projects that will boost West Virginia's



economic development efforts. The collaboration was supported by [analysis](#) from McKinsey & Company, which was focused on trending business sectors that could provide potential avenues for job growth and economic stability for the state.

President Gee also outlined a number of strategic initiatives in his [spring 2016](#), [fall 2016](#), and [spring 2017](#) SOUs for prioritizing WVU's responsibilities for the public good in light of "declining State support, increased competition in the enrollment market and the importance of keeping tuition affordable." Faculty, staff, students, and alumni have been proactively involved in these initiatives through [Transformation Teams](#), [Campus Conversations](#), and the [successful A State of Minds](#) capital campaign. Two recent examples of WVU initiatives seeking to address the opportunities and challenges facing the state by linking WVU's scholarship with innovation from the community to improve prosperity and education for the citizens of West Virginia are the [West Virginia Public Education Collaborative](#) and the [IDEA Hub](#) entrepreneurship ecosystem, which will better enable WVU faculty and staff to build a workforce of graduates with in-demand knowledge and skills needed to improve their own prosperity as well as the prosperity of the state of West Virginia.

The [mission](#) of the Robert C. Byrd Health Sciences Center (HSC) is to improve the health of West Virginians through the education of health professionals, basic research in clinical and rural healthcare delivery, continuing professional education, and direct healthcare practice through [WVU Medicine](#), which continues to expand across the state and region to improve access and create better health outcomes. A large network of regional training centers, 743 rural faculty field-practitioners, and 456 training sites support this delivery with [community outreach and care](#) through specially-designed programs.

The recent [merger](#) of the Blanchette Rockefeller Neurosciences Institute with the Department of Neurosciences is one example of the institution's effort to consolidate research and break down silos. The [School of Public Health](#) is working to address public health issues across the state by taking HSC research out of the classroom and applying it in the community to combat health disparities. See 5.A.3 for more about WVU's efforts to address health disparities in the state.

WVU is committed to improving public education at all levels in the state. By obtaining a [new campus](#) in Beckley, the relocated [WVU Institute of Technology](#) now brings enhanced higher educational opportunities to the people of southern West Virginia. [WVU Online](#) provides students across the globe eight [certificates](#), 21 [minors](#), over 30 [degree programs](#), and over 600 [courses](#), with a full complement of [online support services](#) and the [eCampus](#) learning management system, to create a sophisticated, web-based educational environment.

[WVU Online](#) and [eCampus](#) extend the WVU learning experience to other campus locations, nontraditional populations, and high school students to fulfill the institution's historical commitment to professional development and continuing education, which is administered by [Continuing Professional Education](#). These online, credit and non-credit offerings contribute to the public good by providing workforce enhancements for adult learners, including [K-12 teachers](#), that lead to increased professional opportunities for the state's workforce and offer a flexible approach to continuing education, professional

development, personal enrichment, retraining, career transition, and degree completion that place-bound and remote learners across the globe can easily access. See 3.C.4 for more information on extended learning.

### 1.D.2

As an [agency](#) of the state of West Virginia, with no corporate investors, WVU is responsible for providing a high-quality education and ensuring student success through assessment of student learning, expanding the institution's culture of service and engagement, growing opportunities for entrepreneurship and innovation across the curriculum, and timely graduation. See 2.C.3 for more information on the WVU Board of Governors' commitment to preserving its independence from undue influence on the part of external parties.

### 1.D.3

WVU engages with and responds to the needs of its internal and external constituencies and communities of interest in a robust and sustained manner through centralized and decentralized structures to embrace and sustain a culture of service and community engagement.

#### Centralized Community Engagement

In accordance with its land-grant mission, the [Extension Service \(WVUES\)](#) offices and programs are located in [all 55 West Virginia counties](#). WVUES faculty and staff partner with communities to provide research-based solutions for real-life problems to improve communities, the workforce, and the prosperity of West Virginians. Successful community-based programs highlight WVU's community engagement throughout the state, while on-campus Extension faculty and those with joint appointments in other colleges further integrate the WVUES service mission with teaching and research.

- [Youth and Family](#) teaches leadership and enhances skills through 4-H Youth Development, Energy Express camps, and family financing and parenting classes.
- [Lawn, Gardening and Pests](#) holds workshops and community education classes, including the volunteer Master Gardener Program, to help individuals create and manage their ecological environments.
- [Agriculture](#) assists local producers manage risk and increase profits, contributes to a safe and secure food supply, and sustains soil and water resources.
- [Natural Resources](#) provides research and experience-based information to sustainably manage West Virginia's natural resources of forests, wildlife, water, and land to satisfy the needs of current and future generations.
- [Food and Health](#) provides education and services on nutrition, food safety, home food preservation, and emotional wellness through innovative programs such as Dining with Diabetes, Love Your Heart Partnership, and Stress Less with Mindfulness.
- [Community, Business and Safety](#) provides training, technical assistance, and research data for industry, local governments, and economic development organizations



through programs such as the WVU Community Leadership Academy, First Impressions, and hospitality training.

- [OSHA Training](#) provides OSHA certifications, workplace safety assessment and training, CPR training, and other health-related classes needed to maintain a safe and healthy work environment.
- [Jackson's Mill](#) is a historic and unique facility that hosts educational events and trainings for individuals and groups across the state and region and is home to West Virginia 4-H camping and the West Virginia State Fire Academy.

Established in 2006, the [Center for Service and Service Learning \(CSL\)](#) is a campuswide coordinating center for both curricular and co-curricular community service, providing multifaceted activities, experiences, and [special projects](#) to enhance learning and build capacity for over 8,000 WVU students [annually](#).

- CSL has over 180 [community](#) and [campus](#) partnerships and provides its [community](#) and [campus](#) partners with [training](#) and [best practices](#) for supporting student volunteers. In addition, the [VISTA Collaborative at WVU](#) supports the growth of partnerships between higher education and community agencies to strengthen the pathway between community-engaged learning, West Virginians affected by poverty and the capacity of local organizations to deliver critical services. The VISTA Collaborative currently has members serving WVU Morgantown, WVU Beckley and WVU Keyser. WVU also has added service to [Adventure WV](#) and [Welcome Week](#) for all first-year students, resulting in several hundred community service placements.
- WVU identifies academic courses incorporating [service learning](#) with an [S-designation](#). WVU courses with an S-designation use civic engagement or a service-learning component to reach intended learning outcomes. In addition to relating theory to practice, this service requirement enhances students' sense of citizenry in a democratic society. [Participation](#) in academic service learning has been increasing, and in spring 2017, 44 service-oriented courses were offered, enrolling 1,504 students for 16,604 service hours at an estimated impact value of \$348,352 to the community.
- Most community service outreach activities, in and out of the classroom, are facilitated through WVU's [iServe](#) online volunteer service-learning platform. Organizations place opportunities for WVU faculty, staff and students at all campuses. The system then tracks hours and provides tools for evaluation and communication with partners. WVU's [Million Hour Match](#) and its impact is monitored by iServe.

The [Research Office](#) promotes economic development and growth in West Virginia with research goals set in the context of the state's unique needs. In FY 2017, \$27 million in sponsored awards received by faculty were designated as public service, over 19 percent of the total amount received, and include research projects supporting healthcare, engineering and basic science to enhance economic development, develop new technology, addresses societal needs and improve quality of life. In addition, the Research Office directly supports programs in community development, environmental conservation, economic growth and entrepreneurship.

- The [Office of Technology Transfer](#) encourages invention and innovation, facilitates the transfer of WVU research to the public through relationships of mutual advantage between researchers and the business community, generates income for future research and education, and contributes to local, state, regional and national business competitiveness and economic development.
- The [Energy Institute](#) consists of more than 100 WVU faculty and research professionals whose research efforts focus on fossil fuels and sustainable energy, as well as environmental policy and environmental stewardship.
- The [Center for Excellence in STEM Education](#) serves as a cross-college structure to integrate and deepen the scope and nature of STEM education research on campus and across the state.
- The [Institute for Water Science and Security](#) is a campuswide effort of more than 80 faculty and staff engaged in research of water stewardship and security.
- [Industries of the Future](#) is a collaboration between WVU, the West Virginia Division of Energy, and the U.S. Department of Energy to develop business and technology around industrial energy efficiency.
- The [West Virginia Water Research Institute](#) is a program of the WVU National Research Center for Coal and Energy that serves as the premier water research center in West Virginia and, within selected fields, is an international leader.
- The [West Virginia Brownfields Assistance Center](#) is housed within the West Virginia Water Research Institute and promotes redevelopment of brownfield property with training, technical assistance, facilitation of site preparation, community engagement, grant writing, and project funding.

The [Robert C. Byrd Health Sciences Center](#) is another example of centralized community engagement. See 1.D.1.

### **Decentralized Community Engagement**

Faculty, staff and students engage in community outreach and volunteer service through their college, school, administrative unit or university-sponsored organization. These activities are undertaken at various times throughout the academic year, annually or as the need may arise in response to a change or a crisis. See 3.E for more on decentralized community engagement.

# Criterion 2. Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

## 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

### Argument

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West Virginia University (WVU) is a public, land-grant institution, accountable to federal and state laws, as well as to the West Virginia Higher Education Policy Commission (HEPC) and the WVU Board of Governors (BOG). The BOG embodies the principle of shared governance with faculty, staff, and student representatives serving as [voting members](#). WVU is subject to both internal and external audits, including legislative audits, and oversight by the [West Virginia Ethics Commission](#). WVU also provides a mechanism for anonymous reporting of issues or concerns. In 2017, [state legislation](#) transferred certain authorities to the BOG that were previously powers and duties of HEPC. WVU is currently (AY 2017-18) implementing this transition through a public rule-making process.

### West Virginia Ethics Act

All employees of WVU are subject to the [West Virginia Ethics Act](#), which establishes a code of conduct for all public servants of the state. The act addresses ethical issues regarding gifts, using one's public position for private gain, conflicts of interest, lobbying, and limitations on and disclosure of additional employment. Any person may file a [complaint](#) with the Ethics Commission to report a violation of the Ethics Act.

### Board of Governors

A full discussion of the BOG, including its composition, rule-making process, and the qualifications and training of members, is included in 2.C. The BOG has six [committees](#) in place:

- Academic Affairs and Accreditation Committee
- Audit Committee
- Divisional Campus Committee

- Executive Committee
- Finance and Facilities and Revitalization Committee
- Strategic Plans and Initiatives Committee

to address the integrity of WVU's financial, academic, personnel, and auxiliary functions. The BOG Audit Committee, comprised of at least three members with at least one member having financial management expertise, provides oversight of the institution's accounting and financial reporting processes to ensure the integrity of published financial information. Its work is governed by the [Audit Committee Charter](#).

The Audit Committee recommends the appointment and compensation of the independent financial auditor and makes regular reports and recommendations to the full BOG on all auditing, internal control-related and other non-audit services performed by the independent financial auditor. The committee [oversees](#) WVU's internal audit function through review of reports, responsibilities, budget, staffing, and any difficulties or disagreements that auditors may encounter in the course of their work.

### **External Audits**

WVU and its component entities are subject to an [annual independent audit](#) by an external accounting firm to receive an opinion as to the fair presentation of their respective financial statements. In addition, WVU participates in the annual statewide audit over major federal programs, which includes student financial aid administered by the institution. In 2017, all public colleges and universities in West Virginia were provisionally certified and subject to heightened cash management 1 requirements by the Department of Education due to the statewide audit being submitted late for three years in a row. This status was applied to all public institutions regardless of the individual institution's timeliness and is not a reflection of any financial health concern. In fall 2017, WVU successfully met the cash management protocols.

WVU is subject to periodic audits and examinations from grant-sponsoring agencies. Internal Audit (IA) [coordinates](#) such reviews through an established [process](#).

Additionally, a procurement-function performance audit is conducted by an independent auditor every three years, as statutorily required.

Given the importance of information technology security, WVU contracted with an independent audit and consulting firm to aid in the performance of several information technology audits in FY 2017 and FY 2018. This resource, along with a cyber insurance policy, ensures WVU is mitigating its information technology risk through appropriate institutional controls.

### **Internal Audit Office**

[Internal Audit's](#) objective assurance and consulting services are ensured through its dual reporting to the BOG Audit Committee and the president. This arrangement provides IA with

the independence to pursue risks wherever they reside and to operate with an objective, impartial mindset. A [charter](#) outlines the scope of IA's responsibilities, which include WVU's information systems. IA exists to assist the BOG and WVU leadership in fulfilling their duties by ensuring:

- Safeguarded assets – tangible, monetary, information, intellectual property, etc.
- Integrity and reliability of management information systems
- Compliance with institutional, state and federal regulations
- Economical and efficient use of WVU resources
- Effective and efficient management of operations
- Accomplishment of WVU goals

IA's [responsibilities](#) encompass all of WVU's operations, including auxiliaries, the WVU Research Corporation and the WVU Innovation Corporation.

Through performance of audits and investigations, IA continually identifies gaps in controls and makes recommendations to WVU administration to address those gaps and mitigate risk. Audits are used to effect change in internal practices, systems, and controls. IA tracks, monitors progress, and reports on its recommendations through implementation. For example, to improve internal practices and facilitate more effective audits, WVU recently updated its [document retention policy](#) to standardize record-keeping across the institution, including personnel, academic, and financial records.

## EthicsLine

WVU maintains a secure system, [EthicsLine](#), for anonymous reporting of possible fraud, theft, policy violation or unethical behavior. Anyone can file a [report](#) through the EthicsLine website or via a toll-free call. Anonymous letters or calls to WVU are referred to IA and treated as EthicsLine reports. All reports are sent directly to IA, General Counsel, the Office of the President and the chair of the BOG audit committee. IA [leads the review](#) of the information provided and determines the appropriate investigative actions.

## WVU's Values

WVU has articulated five [values](#) — service, curiosity, respect, accountability, and appreciation — that define the institution and must be personified to support its 21<sup>st</sup> century land-grant mission. On April 21, 2017, the BOG [endorsed](#) WVU's new values. A 2017 [video series](#) on how WVU lives its values was [publicized](#) to all members of the WVU community. A Living WVU's Values document is [under development](#) that will update and further specify the standards for acceptable behavior and conduct in the workplace. Campus Conversations are being held to gain input from employees on this subject.

## Academic Affairs

A [faculty handbook](#) provides general information about WVU and its programs, with an emphasis on those policies and procedures that affect faculty. Topics addressed in this document include:

- Faculty classification and evaluation
- Faculty rights, responsibilities, and duties
- Faculty development and awards
- Salary and benefits

BOG policies [2](#), [10](#) and [15](#) guide the academic rights and responsibilities of faculty and students. These are undergoing a public process for review, update and conversion to BOG rules during AY 2017-18. Academic standards are posted in WVU's [Graduate/Professional](#) and [Undergraduate](#) Catalogs. In terms of academic record-keeping, WVU continues to use best practices implemented in 2009 with the help of consultants from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In 2013, a team of AACRAO consultants was asked to visit campus and assess WVU's progress on the action items resulting from the 2009 assessment. The team affirmed WVU's practices and procedures. WVU employs the DegreeWorks system as a single source of record to provide transparency to students, advisers and others involved in supporting student academic progress.

See 2.E.3 for more information regarding academic integrity.

## Staff Handbook

The [classified staff handbook](#) serves as an informational tool to communicate classified employee roles and responsibilities as well as information about their conditions of employment. Topics covered within this document include workplace standards, payroll issues, classification and compensation, benefits and employee relations subjects such as performance evaluation, conflict resolution and the grievance processes.

## Student Code of Conduct

Each location of WVU has a clearly articulated [Student Code of Conduct](#). These documents establish the rules, regulations and procedures concerning student conduct and discipline. The Office of Student Conduct provides [FAQs](#) for navigating its policies and processes to a range of interested constituencies as well as several [videos](#) that help explain to students what to expect during a hearing as well as how the appeals process works.

## Auxiliary Revenue

WVU has a number of auxiliary enterprises at its locations to provide goods and services to students, faculty, staff, and the community. Auxiliary units include athletics, dining services, housing, student unions, transportation and parking, and student recreation centers. While

these units typically maintain self-supporting budgets, and some have large revenues, their operations and administration are subject to the same oversight as WVU's non-auxiliary units. Monies generated from auxiliary operations are deposited in state accounts and are subject to all federal and state laws and university policies including those related to procurement, budgeting, capital project approval and management, and financial reporting and monitoring. Furthermore, auxiliary operations participate in WVU's overall budget strategy, through increasing revenues or decreasing expenses, to achieve acceptable margins at the institutional level.

In addition to the above, the Department of Intercollegiate Athletics, WVU Morgantown's most prominent auxiliary enterprise, meets [additional oversight requirements](#).

### **Public-Private and Public-Public Partnerships**

WVU has engaged in [public-private partnerships](#) to develop [facilities](#) at WVU Morgantown that would not otherwise be possible due to constrained resources. To date, three university-managed housing complexes, a new student union/administrative office building ([Evansdale Crossing](#)) and a renovated food court/meeting space at the Health Sciences Center have been completed. Evansdale Crossing brought much needed food options to the WVU Morgantown Evansdale area, and established a single access point for student billing, financial aid, and academic records ([Mountaineer Hub](#)). See 5.D for details. Additionally a public-public partnership was used to construct a community baseball park that serves as the home of WVU's team. Results of these partnerships are monitored by management through designated committees and reported to the BOG as needed or requested.

### **Title IX**

WVU has developed an effective equity assurance function that maintains a strong focus on compliance with both the letter and spirit of the guidelines related to [Title IX](#). The BOG policy regarding discrimination, harassment, sexual harassment, sexual and domestic misconduct, stalking, and retaliation is reviewed annually. The educational and student-involved efforts over the past few years warrant special recognition. Educational efforts for students have grown to include annual in-person sessions, including all Greek organizations, athletic teams, student organizations, and residence halls.

WVU's successes with regard to Title IX include participation in the [It's On Us](#) campaign, [200 trained peer advocates since 2015](#), two invitations to the White House to discuss continuing campus efforts, and a comprehensive [awareness](#) and [training program](#) for faculty, staff, and students, delivered in-person and online.

WVU's commitment to these issues is evidenced by the ongoing meetings of representatives of the Title IX office, General Counsel, HR, the Office of the President, and Student Life. Because of WVU's existing due process standards, the most recent guidance by the DOE was already part of the institution's practices and procedures. The BOG policy underwent another [revision](#) and was approved by the BOG in January 2018.



Due to the importance of this issue over the past several years, a [summary](#) of WVU's efforts is included as evidence of the institution's steady attention since the Dear Colleague Letter of 2011.



## 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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As required by the Department of Education, WVU posts its [consumer, financial assistance and institutional information](#) on a single, easy to access website. Additionally, WVU posts information on its website about [governance](#), [accreditation](#), and [institutional facts](#). Academic programs, requirements, and costs are outlined in the [Catalog](#), which is indexed by WVU Morgantown Graduate/Professional, WVU Morgantown Undergraduate, WVU Keyser, and WVU Beckley. [Archived Catalogs](#) for WVU Morgantown, dating to the institution's founding in 1867, are accessible online.

In addition, prospective and current students have online access to information regarding all [majors](#), including individual [fact sheets](#) that outline sample course schedules, program details, program contacts, English proficiency requirements, and accreditations. Students can use WVU's [online cost estimator](#) to calculate the cost of attendance based upon residency status, major, and academic preparedness.

## 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

## Argument

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### 2.C.1

Since its founding in 1867, WVU has been governed by a variety of different boards of governors, regents, and trustees. Regardless of makeup or designation, each of these groups was empowered by the state of West Virginia to exercise varying degrees of control over WVU. The current BOG was established in 2001, and, since that time, has been [empowered](#) to "(d)etermine, control, supervise and manage the financial, business and education policies and affairs of (WVU)." The powers and duties conferred to the BOG give express authority over the institution. All BOG business is conducted according to the [West Virginia Open Government Proceedings Act](#).

The composition and requirement of those who serve on the BOG are set forth in [state law](#). The BOG consists of 17 members, including 12 lay members who are appointed by the Governor with the consent of the West Virginia Senate. Of the gubernatorial appointments, no more than seven may be of the same political party, and at least seven must be from West Virginia. State law requires that when making appointments to the BOG, the Governor shall consider:

- Institutional mission and membership characteristics including the need for individual skills, knowledge, and experience relevant to governing the institution
- The need for awareness and understanding of institutional problems and priorities, including those related to research, teaching, and outreach
- The value of gender, racial, and ethnic diversity
- The value of achieving balance in gender and diversity in the racial and ethnic characteristic of the lay membership of the BOG

In addition, the BOG includes as full voting members:

- A full-time faculty member with the rank of instructor or above duly elected by the Faculty Senate
- A full-time faculty member representing the extension service or health sciences, selected by the Faculty Senate
- A classified employee duly elected by the classified employees
- A member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body
- The chairperson of the Board of Visitors of the WVU Institute of Technology

The BOG's [powers and duties](#), [bylaws](#), and [policies](#) are well documented and available publicly. The current bylaws, amended and renamed from the previous operating procedures, were developed to be consistent with best practices from the Association of Governing Boards (AGB), as found in [Updating Board By-Laws: A Guide for Colleges and Universities](#). Additionally, a review of peer institution bylaws was conducted to ensure the appropriateness of WVU's governance structures and procedures.

In 2017, the state legislature gave the BOG additional authority in some areas that were previously subject to rules established by the West Virginia Higher Education Policy Commission. The main areas devolved to the authority of the BOG, subject to applicable federal and state laws, center around increased autonomy in personnel policies, procurement, capital projects, and master planning. In [state law](#), the authority of governing boards for "exempted schools," which include WVU, was [expanded](#) in 2017 to enhance their competitive position, permit operational flexibility and autonomy, encourage development of research and medical expertise, and focus on state priorities. While the exempted schools have greater authority, state statute and federal laws still govern the exercise of such authority.

The BOG discusses and takes actions on the central issues related to WVU's mission and operations. Major actions and [agenda items](#) range from engagement with faculty, staff and students, to financing capital projects, to academic program review, and new mission-centered initiatives, as reflected in the [minutes](#) of the past three years.

## 2.C.2

WVU is fortunate that the BOG includes both internal and external constituencies. According to a [2010 AGB report](#), 50.3% of public college boards included at least one student as a voting member, 13.3% included at least one faculty member, and only 7.2% included at least one staff member. WVU has all three constituencies represented as full voting members as described above.

This ensures that key WVU constituencies are involved in every deliberation, report, litigation update, and executive session, and that all votes that are considered and acted upon by the BOG. These representatives also provide annual reports to the BOG, which provide a

regularly scheduled, more formal means of engaging with the constituency leadership teams on issues of current importance to them.

Even greater constituency outreach has resulted from the passage of [HB 2815](#), as this legislation necessitated WVU pass a rule on rulemaking in order to facilitate the BOG's expanded authority. Therefore, in July 2017, WVU [posted](#) proposed BOG Governance Rule 1.1, which requires a notice of proposed rulemaking, a 30-calendar day public comment period, and public posting of summarized comments for 10 calendar days prior to final BOG action. This rule was subsequently [adopted](#) by the BOG in September 2017, after a 30-day public comment period.

After passage, a [new BOG website was created](#) that organizes subsequent proposed rules by major category: Academics, Faculty, Finance/Procurement, Facilities, Governance, Talent and Culture, and Students and Student Life. The website also includes summaries of proposed rules and a clear invitation to make comments.

BOG Governance Rule 1.1 requires consultation with and a 30-calendar day notice to Staff Council on any proposed rule, or amendment thereto, regarding a reduction in force or WVU's classification and compensation system. This requirement also holds for the Faculty Senate on any proposed rule, or amendment thereto, regarding full-time faculty salaries. WVU's commitment to ensure broad input through workshops that gathered faculty and staff input and discussed draft rules is addressed in 5.B.2.

The BOG engages in annual discussions with the boards of the WVU Foundation, Inc. and the WVU Alumni Association. The chairs of these three boards interact throughout the year. The chair of the BOG is invited to attend meetings of the WVU Foundation Board as another means of connecting these constituencies.

In addition to public rulemaking provisions, the BOG's bylaws also provide for any member of the public to request to address the BOG. The BOG's contact information is posted on the website as another means for the public to share information with the BOG. An example of WVU's outreach efforts was the BOG's [September 1, 2015](#), full public hearing in conjunction with its deliberations to relocate the WVU Institute of Technology campus from Montgomery to Beckley, WV. All BOG members participated in this special meeting. The chairman led the meeting, which followed the BOG's operating procedures calling for those interested in speaking to sign up an hour before the meeting. Seven speakers signed up and the chairman, at his discretion, extended the time of the meeting and opened the floor to anyone still wishing to speak.

### **2.C.3**

BOG members do not receive compensation for their services, only reimbursement of travel expenses related to attending meetings. Members are also subject to the state ethics laws, which restrict use of public positions for private gain and restrict gifts and other forms of influence. For example, Board members must pay for tickets to athletic events associated

with WVU. Additionally, members are required to file an annual West Virginia Ethics Commission finance disclosure statement, which includes disclosure of potential conflicts of interest. [Article II](#) of the bylaws compels BOG members to be aware of potential conflicts, avoid such conflicts, and report immediately any concern about a possible conflict. Further, WVU leadership provides an annual training on the state ethics law and NCAA rules, as they pertain to the members' roles on the BOG. BOG members are also required to complete additional training and development, which is addressed in detail in 5.B.1.

## 2.C.4

[Article VI](#) of the BOG bylaws delegates the day-to-day management of the institution to the president and provides for further delegation by the president.

Section 2 of [BOG Policy 2](#) evidences the role preserved for faculty.

Faculty policies will be updated to rules over the course of academic year 2017-18. The general process for doing so is:

- Review of current policies and discussion of substantive concepts among academic administration and faculty leaders, to include broader discussion through campus conversation public sessions
- Drafting and legal review of revised rules
- Review of draft rules by the Faculty Senate Executive Committee (30-day period)
- Incorporation of comments from Faculty Senate Executive Committee
- Posting of proposed rules for a 30-day public comment period

Following this approach, WVU anticipates that all BOG academic rules will be adopted by April 2018.

## 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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#### Faculty

[BOG Policy 2](#) and [BOG Policy 11](#) form the basis of WVU's support for freedom of expression and pursuit of truth in teaching and learning. The [Faculty Handbook](#) states, "Academic freedom for faculty members is protected along with tenure and academic due process. WVU is a marketplace of ideas. In order to transmit, evaluate and extend knowledge, it cannot require conformity with any orthodoxy of content and method." The [Faculty Constitution](#) further adds that "as a corollary of academic freedom, the faculty has a responsibility for guiding the academic pursuits of the University as well as guiding the academic pursuits of each campus, college, school or their equivalent in the University."

#### Students

[BOG Policy 10](#) extends those rights specifically to students, giving them the right to freedom of expression, assembly, and association. These rights include the right to a free and independent student press, the [Daily Athenaeum](#).

## 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

## Argument

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### 2.E.1

WVU supports a culture of integrity and compliance to ensure that researchers are committed to responsible conduct in research and adhere to applicable regulations and standards governing research undertaken at the institution. WVU currently holds accreditation from [AAHRPP](#) (human subjects) and [AAALAC](#) International (animal care and use). The institutional biosafety program was [reviewed successfully by the NIH Office of Biotechnology Activities](#) in summer 2015.

WVU's Vice President for Research serves as the Institutional Officer for human and animal subject research, as well as export control matters. A [summary](#) of the oversight and maintenance of research integrity and compliance includes:

- Institutional review board
- Animal care and use
- Institutional biosafety office
- Environmental health and safety
- Export control office
- Conflicts of interest
- Responsible conduct of research
- Academic freedom

### 2.E.2

WVU is committed to educating its community to be responsible scholars and students. Students receive information in both the [Graduate](#) and [Undergraduate Catalogs](#) on plagiarism and academic dishonesty.

WVU Libraries promotes the ethical use of information through several initiatives. In fall 2016, the Libraries created an online [Plagiarism Avoidance Tutorial](#) that instructors may embed into eCampus courses. This tutorial covers how plagiarism is defined; why students may

advertently and inadvertently plagiarize; how to use information ethically in research papers or projects; and where to get help with researching and writing. After working through five modules, students take a final test on the material, and the grade is immediately entered into eCampus. The Libraries also offer guidance through the inclusion of a lesson on academic integrity in the one credit-hour class, [ULIB101](#), taught by librarians.

The [plagiarism prevention learning module](#) for eCampus courses can be used as a reference site for students. Plagiarism detection software tools, such as [TurnItIn](#), are available to students and faculty. As a deterrent to the unethical use of information resources, the [Student Conduct Code](#) defines and prohibits “prohibited computer or electronic activity.”

[Information Technology Services](#) (ITS) [policies](#), including those governing the distribution and use of copyrighted materials, apply to all students. Every six months, students are required to acknowledge that they have read and accept the obligations of WVU’s [security responsibility statement](#). WVU also requires students to complete a semi-annual information security awareness quiz. This process is integrated with WVU’s identity management system and occurs when students change their passwords or claim/reclaim their login credentials. ITS regularly communicates with students about security awareness, starting with direct outreach and promotion of free anti-virus software during New Student Orientation and continuing throughout their academic careers. ITS also maintains [online resources](#) for students and sends cybersecurity messaging and notices about active scams via social media accounts such as @WVUITServices, MIX email, and announcements on portal.wvu.edu and students.wvu.edu.

One of the student learning outcomes for WVU’s General Education Foundations (GEF) Program is [information literacy](#). GEF assessment is based on the AAC&U’s LEAP Essential Learning Outcomes and Value rubrics; one core competency of information literacy is “Accessing and Using Information Ethically and Legally.”

The primary responsibility for ensuring Health Sciences student regulatory compliance, as well as training and assessing all researchers in the use of best practices, lies with faculty mentors. In addition, the HSC Office of Research and Graduate Education organizes a new student orientation program that covers expectations for student conduct and offers a mandatory course in ethics in research. HIPAA training is required for any HSC student accessing sensitive information and is available via an online training module. In addition, management of access to the Epic health information database is restricted to individuals who have a justified need, as determined by a review committee, and granted only for as long as the research program is active.

### 2.E.3

Analysis of [institutional data on academic dishonesty](#) from AYs 2014-15 and 2015-16 showed that, not only was the institution reporting an amount of academic dishonesty well below what was expected for its enrollment, but also that the reported cases were mostly for juniors, seniors, and graduate students. Focus groups conducted with faculty members



revealed that the policy governing academic dishonesty was unclear and that the paper-based reporting process was unwieldy. As a result, in AY 2016-17, the Academic Standards Committee revised the [academic standards policy](#) and streamlined the processes for appeal and reporting of violations of academic dishonesty. The new Adobe Sign-based [reporting system](#) allows for automatic data collection in the Student Conduct database and archives the reports themselves. A new supplementary [website](#) was also created to provide resources to both faculty and students who are navigating these processes, including [comprehensive contact information](#) for the appeal process. In fall 2017, there were more reports of academic dishonesty filed across the institution than for all of either AYs 2014-15 and 2015-16.

To further support institutional policies, processes, and responses to academic dishonesty, WVU is hiring a [Director of Academic Integrity](#) who will be charged with reviewing all reported academic integrity violations, providing the institution with data gathered from the reporting process, and participating in and overseeing academic integrity conferences, hearings, and appeals. This new position will also provide resources to faculty on best practices for proactively reducing, preventing, and resolving issues of academic misconduct, especially in the context of new technology. At this time, research integrity cases are handled by the Research Integrity Officer.

## Criterion 3. Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1

West Virginia University's (WVU) land-grant [mission](#) and its three campuses, WVU Morgantown, WVU Keyser, and WVU Beckley, provide the full scope of higher education degrees from associate's through the doctoral and professional levels. The [curriculum matrix](#) provides a listing of all degrees by campus.

In the [Catalog](#), WVU defines bachelor's degrees by a minimum of [120 credits](#) and master's programs at a minimum of [30 credits](#) above the bachelor's degree. This aligns with West Virginia Higher Education Policy Commission (HEPC) [policy](#) and is part of an [ongoing review of definitions](#) of majors, minors, certificates, and areas of emphasis. WVU awards certificates, associate's, bachelor's, master's, doctoral and professional degrees through 17 [colleges and schools](#).

Each of WVU's programs is reviewed on a [five-year cycle](#) for its currency and levels of student performance (see 4.A.1). There are [194 programs](#) accredited by specialized accrediting bodies, offering further third-party validation of program currency within the discipline and review of student performance (see 4.A.5). [Licensure or certifying exams](#) are also used as validation of student achievement and curricular content (see 4.A.4).

Since 2013, WVU has submitted an [Institutional Compact](#) with strategic goals and evidence in response to HEPC's five-year master plan for higher education. The Compact addresses [three broad promises](#) to the state: access to higher education for West Virginians, success through degree completion, and a lasting impact on its economic future. Especially significant is the impact area that establishes an expectation for the production of qualified graduates ready to contribute to the workforce and community.

In AY 2015-16, WVU Morgantown was named an [R1 \(research highest\) doctoral university](#) by the Carnegie Classification of Institutions of Higher Education. This places WVU as one of 115 universities across the country to reach the highest level of research activity and serves as external evaluation of the level of performance of its graduate research programs.

### 3.A.2

WVU articulates all of its degree-granting programs' learning outcomes, for [graduate](#), [professional](#), and [undergraduate programs](#), publicly in the [Catalog](#). WVU has published the learning outcomes for its general education program, the General Education Foundations (GEF), on the [Registrar's website](#) and on the [Faculty Senate GEF](#) website.

WVU uses its [program review process](#) to ensure the differentiation between the learning goals for all of its undergraduate, graduate, professional, and certificate programs, in which a program's learning outcomes are evaluated for their clarity, measurability, and appropriateness to the level of learning (see 4.A.1).

Annual assessment reports also review learning outcomes for their appropriateness to degree level and can result in action to revise the program's learning outcomes (see 4.B for examples).

Programs with specialized accreditation have their learning outcomes evaluated regularly as part of their accreditation process (see 4.B.3 for examples).

All [new or changed undergraduate programs](#), and thus all new, changed, or altered undergraduate program learning outcomes, regardless of location or modality, are submitted through a [centralized Faculty Senate Curriculum Committee](#) (FSCC).

All new or changed graduate and professional programs and certificates are [reviewed and approved](#) by the [Graduate Council](#). Learning goals must be articulated during the approval process for new programs and certificates. The Graduate Council ensures that these goals are appropriate for the level of the degree.

The outcomes of both FSCC and Graduate Council reviews are reported to the full Faculty Senate by a representative of the FSCC and recorded in those [minutes](#).

WVU's [Teaching and Learning Commons](#) (TLC) and the [FSCC](#) host web-based resources that provide programs with guidance on crafting clear, measurable learning outcomes that are differentiated by learning level.

### 3.A.3

WVU has dedicated policies, processes, support systems, and personnel to ensure the consistency of program quality and learning goals across all modes of delivery and locations. See 4.A for more on how these policies and processes ensure program quality regardless of location or modality.

All programs, regardless of modality or location, are consistent, in part, because they undergo the same initial [review and approval process](#). That process is initiated by a faculty member and then proceeds to reviews by the Registrar's Office, department chair, relevant college curriculum committee, college dean, relevant associate provost, Faculty Senate Curriculum Committee or Graduate Council (as explained above), and Faculty Senate Executive Committee, before being granted final approval by the full Faculty Senate. Furthermore, substantial changes to any of these areas (programs, majors, minors, areas of emphasis, and certificate programs) also require review by the same set of stakeholders.

WVU has a comprehensive [Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations and Undergraduate and Graduate Certificate Programs](#) as well as [Board of Governors \(BOG\) policy](#) that addresses the creation of academic programming; these policies are in line with [HEPC policy](#). WVU's program proposal processes are supported through its Curriculum Inventory Management (CIM) system and the [workflow](#) involves a range of stakeholders from across the university system.

WVU publishes [credit hour definitions](#) in its [Catalog](#) for face-to-face instruction, experiential, online, study abroad, studio/ensemble work, and variable credit offerings. These definitions provide faculty across the institution as well as the relevant curriculum committees with a standard by which to evaluate all new proposed courses.

One of the primary aspects of the five-year BOG [program review](#) is assessment of student learning that includes assurance of consistency of program learning outcomes across locations and modality. More on program review can be found in 4.A.1; more on assessment of student learning can be found in 4.B.

All WVU campuses and additional locations and their programs are part of regular accrediting reviews by the Higher Learning Commission. The institution had its most recent HLC Multi-Site review in [fall 2016](#); there were no areas of concern.

There are also [194 programs](#) across the institution, including 39 medical and dental residency programs, that have earned 199 specialized accreditations. Some programs with specialized accreditation that are offered at additional locations are evaluated as part of the specialized

accreditation reviews of the Morgantown-based programs, such as the Nursing programs at WVU Beckley and WVU Charleston. For these programs, WVU Morgantown is responsible for the curriculum, annual evaluation of faculty, and reporting for those specific programs. See 4.A.4 for more on WVU's Nursing program and NCLEX pass rates.

WVU's harmonization initiative was aimed at improving course consistency and quality across locations, as well as improving student success for students switching between locations. This initiative was completed in AY 2016-17; faculty across the WVU system collaborated to ensure that courses offered at multiple locations shared course content and had the same course learning outcomes. A 70% equivalency rule was applied to course learning objectives and course content, which resulted in [changes](#) to curriculum-based rationales, prerequisites, Catalog descriptions, new course numbers, and course deactivations from particular locations; the 70% rule was also in accordance with [HEPC policy](#).

All dual credit courses taught to high school students through WVU Morgantown have [memorandums of understanding](#) that require the same learning outcomes as those taught on campus. Dual credit courses at WVU Beckley are undertaking the same agreement, beginning with ENGL 101 and 102. See 4.A.4 for more on dual credit. [HEPC policy](#) states that each County Board of Education is responsible for determining if the college course has a dual credit designation. See 3.C.3 for more on the credentialing of dual credit faculty.

Academic oversight and subject matter content for distance-delivered courses at WVU are the responsibility of the academic departments.

WVU has been a Quality Matters affiliated institution since February 2012 and has completed internal quality reviews of over [150 courses](#). In fall 2016, Quality Matters was reorganized to extend the Quality Matters framework into course reviews of all modalities. The FSCC partnered with the institution's Quality Matters staff to develop a [process](#) that directs new courses being developed for new programs to go through an internal review by the Quality Matters staff before being reviewed by the FSCC, using a Faculty Senate approved [Syllabus Builder](#). The first program to do so was [Adventure Recreation in fall 2017](#).

The [Faculty Qualifications Policy](#) also applies across locations and modes of delivery.

By default, all instructors, regardless of rank, location, or method of delivery are also [evaluated each semester](#) for every course taught through WVU's electronic [student evaluation instrument](#) (eSEI). In [May 2017](#), the Faculty Senate adopted a new procedure that allows eSEI to provide a [variety of reports](#) to relevant faculty supervisors.

There is also a range of systemwide support that directly engages with aspects of program quality and consistency of learning goals, regardless of modality or location. This support includes the [FSCC](#) and the Faculty Senate [General Education Foundations Committee](#), which oversees the creation and assessment of all GEF courses, and the TLC, which [offers professional development and support](#) related to course development, assessment practices,

and pedagogical best practices, including collaboration with the [TLC at WVU Keyser](#) and a similar unit at WVU Beckley in the Office of Assessment and Instructional Development.

WVU also hired a dedicated [Director of Academic Excellence and Assessment](#) whose responsibilities include the systematic oversight of policies, processes, and support that ensure program and course quality and the consistency of learning goals. That position was originally placed within the TLC and coordinated closely with the Provost's Office. In fall 2017, the institution reevaluated the responsibilities of that position and recognized that there was greater institutional need than could be met by a single position. In January 2018, the Director of Academic Excellence and Assessment was moved within the Provost's Office in order to focus more on institutional oversight of assessment and other institutional-level concerns. Simultaneously, an additional new position, the [Associate Director of Assessment and Quality Assurance](#), was created and placed within the TLC to continue to provide additional support via the networks and support systems already established within the TLC.

## 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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### 3.B.1

In May 2014, the Faculty Senate approved a new general education program, [General Education Foundations](#) (GEF); the GEF was implemented in fall 2016. One primary goal was to reduce the number of required curricular areas within the general education program from nine to eight; the eighth area was designed to encourage students to pursue nine credits of focused coursework outside of their major that could potentially lead to a minor, double major, or dual degree. The GEF curriculum was designed specifically to support the mission.

The GEF adapted the American Association of Colleges and University's (AAC&U) LEAP Essential Learning Outcomes as its [program-level learning outcomes](#); the outcomes that were chosen were selected for their potential to support all programs.

Beginning in January 2017, all previous GEC courses [were asked to transition their courses](#) officially to the GEF using the University's Course Inventory Management (CIM) system. As part of that process, the Faculty Senate GEF Committee reviewed [GEF courses](#) for their learning objectives and assessment activities that directly support the learning outcomes of the GEF as well as a course-based rationale that explains the course's broader curricular contribution both within the GEF and within its home program. Part of this process asks



instructors to address how they “communicate to [their] students the relevance of the LEAP Essential Learning Outcome to everyday life and the world beyond the classroom.” Examples of how particular courses are fulfilling this can be found [here](#).

Beginning in spring 2018, the GEF Committee will add two questions to student evaluations that ask if the instructor communicated with students about the GEF learning outcome and if they addressed that learning outcome’s relevance to real-world applications; these [questions](#) will be specific to each of the GEF learning outcomes.

All [new course proposals](#), whether seeking to become a part of the GEF or not, are first evaluated by the FSCC. Then, for courses that are also seeking entrance into the GEF, the GEF Committee performs another review using the same CIM-based review process described above.

Per its [website](#), the Faculty Senate GEF Committee is charged with the following:

- Review applications for new GEF courses and existing GEF courses
- Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals
- Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues
- Address in a timely fashion any other issues pertinent to the success of the GEF
- Collect course-level assessment of the GEF as part of the application and review process
- Evaluate periodically national trends in general education and best practices, and implement changes as needed

The chair of the GEF Committee provides a monthly report on the current state of the GEF at the general [Faculty Senate meeting](#), as well as an [annual summary review](#) of the past year’s performance in the above areas and on the [transitioning process](#).

### 3.B.2

WVU articulates the purpose, content, and learning outcomes of the General Education Foundation (GEF) Program in several high-profile places: the Undergraduate [Catalog](#), which specifically addresses [purpose, policies governing the curriculum, descriptions of requirements and the course list](#); the [Registrar’s GEF website](#), which also addresses the policies, purpose, content and learning outcomes governing the GEF; and the Faculty Senate’s GEF website, which addresses the [purpose and rationale behind the GEF](#) and the [GEF learning outcomes and assessment plan](#).

Students are required to take:

- Three or six credits of Composition and Rhetoric (dependent upon placement)
- Four to six credits of Science and Technology



- Three to four credits of Math and Quantitative Skills
- Three credits in Society and Connections
- Three credits in Human Inquiry and the Past
- Three credits in Arts and Creativity
- Three credits in Global Studies and Diversity

The GEF also requires that students take an additional nine credits in a Focus Area of their choosing and design (unrelated to their major).

The rationale and purpose for the GEF were developed within the institution and led by the Faculty Senate's GEF Committee.

The adaptation of the AAC&U's [LEAP Essential Learning Outcomes](#) as the GEF learning outcomes brings the program into contact and alignment with nationally recognized knowledge areas, concepts, skills, and attitudes that WVU believes are important not only to its students but to all students of higher education.

### 3.B.3

WVU ensures that all students engage in collecting, analyzing, and communicating information, master modes of inquiry or creative work and develop skills adaptable to changing environments through a combination of GEF learning outcomes and a range of methods that academic programs use in their respective assessment programs to ensure the continued achievement of related learning outcomes. Per the [Catalog's Degree Regulations](#), all undergraduates must complete the General Education Foundations Program.

The GEF Committee selected the AAC&U's LEAP Essential Learning Outcomes as the basis for its own [learning outcomes](#); the GEF Committee also provided additional language to faculty to help them understand what they might do in their courses to help students both attain those learning outcomes and to understand their relevance to the course and to a college education in general.

- GEF learning outcome 1 aligns with mastery of modes of inquiry and creative work;
- GEF learning outcome 2 is dedicated to students developing a specific set of competencies that allow them to collect, analyze and communicate information, as well as master modes of inquiry and creative work;
- GEF learning outcomes 3 and 4 ensure the civic, ethical and synthetic skills that help students be lifelong learners and adapt to changes in their communities and work environments.

The Faculty Senate GEF Committee and the Director of Academic Excellence and Assessment (DoAE&E) review [GEF assessment data](#) regularly to ensure coverage across the program. See 4.B for GEF assessment.

As part of the GEF, all students must complete or receive credit for both [English 101 and 102](#) or [English 103](#), which have been aligned with the GEF's written communication learning outcome.

[Program review](#) ensures that a program's learning outcomes and its assessment evidence demonstrate that the program's students participate in collecting, analyzing, and communicating information, mastering modes of inquiry or creative work, and developing skills adaptable to changing environments (see 4.A).

The Eberly College of Arts and Sciences hosts the [SpeakWrite Program](#), which is committed to developing student performance in communication, writing, speaking, visual presentations and multimedia communication. The program promotes student awareness of the following components of communication: purpose, audience, conventions, and trouble spots. To date, [355 courses in 33 academic departments](#) have been SpeakWrite certified.

The [Catalog](#) states that all students are required to complete a capstone course as part of meeting their [undergraduate degree requirements](#). As indicated on the [Registrar's website](#) and in the [FSCC Handbook](#), capstone courses are defined as “an academic experience in which students demonstrate, in a significant, relevant project that has an oral and a written component, their abilities to: gather material independently as needed, think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers, and reflect on the ethical issues that are implicit in their project and/or their project's design.”

WVU's undergraduate capstone courses are a systematic curricular method of ensuring that students have mastered communications skills, methods of inquiry, analysis or creative work, and those relevant, adaptable skills needed in their post-baccalaureate careers. Capstone experiences include but are not limited to a senior thesis, a music recital, an art exhibit, a service-learning experience, an undergraduate research project, a study-abroad experience, or a teaching internship. WVU currently offers [168 separate capstone courses](#) across 86 academic departments.

In the [Catalog](#), [graduate degree regulations](#) state that many master's degrees and all research doctoral degrees require the completion of a research project under the direction of the graduate faculty on some topic in the field of the major subject; master's programs that don't require a thesis typically require a summative project or capstone experience instead. These summative research experiences (most often theses and dissertations) engage graduate students in collecting, analyzing, and communicating information, mastering modes of inquiry or creative work relevant to the discipline, and developing skills that will serve them in their careers as teachers, researchers, or in industry.

### **3.B.4**

WVU's GEF program has four of its seven required curricular areas dedicated to ensuring that students engage with human and cultural diversity in their academic career:

- GEF Area 4, Society and Connections, challenges students to understand “human behavior in its many forms and expressions, which may include methods of communication, familial and professional relationships, or their place in social, political, and economic systems.”
- GEF Area 5, Human Inquiry and the Past, demonstrates the continued importance of understanding “events in a larger context of past experience, philosophical inquiry, or spiritual questing.”
- GEF Area 6 is dedicated to the Arts and Creativity.
- GEF Area 7, Global Studies and Diversity, helps students realize that “the world is more than our familiar neighborhoods and people who share our individual beliefs and traditions” and that they can “appreciate their global society when they consider other ways of life, experiences, means of expression, histories and modes of being.”

The GEF’s learning outcomes and assessment activities ensure that students are not only exposed to the mentioned curricular areas, but also achieve learning outcomes related to those areas. GEF Learning Outcome 1, Knowledge of Human Cultures and the Physical and Natural World, asks that courses tie their learning objectives to “[problems and issues that students recognize in today’s world](#).” GEF Learning Outcome 3, Personal and Social Responsibility, has three subgoals that support human and cultural diversity: Civic Knowledge and Engagement (Global and Local), Intercultural Knowledge and Competence, Ethical Reasoning and Action. For courses aligned with GEF Learning Outcome 3, the GEF asks that course learning objectives “[engage the personal or social responsibility of students, and discuss personal, local, national and/or international situations and problems](#).” For GEF assessment, see 4.B.2.

In 2016, WVU created the [Office of Global Affairs](#) to consolidate its international efforts into one central organization, combining [units](#) such as Education Abroad, International Student and Scholar Services, and WVU's Intensive English Program. In September 2016, a [Vice President](#) for Global Strategies and International Affairs was [appointed](#).

WVU Morgantown has a Division of Diversity, Equity and Inclusion (DDEI) that consists of three offices: Diversity Initiatives, Equity Assurance, and Innovation, Inclusion and Outreach. [DDEI collaborates with all locations](#) to ensure a safe and inclusive environment, based on the belief that all students and employees, regardless of their background, race, sexual orientation or religious preference, deserve to benefit from a diverse learning environment. DDEI is led by a [vice president](#) that reports directly to the president.

The [LGBTQ+ Center](#) at WVU Morgantown and the [Women’s Resource Center](#) were created in 2016. [Extensive programming and campus support](#) have improved Campus Pride’s (an organization that measures LGBTQ accessibility and nondiscrimination) [rating of WVU Morgantown](#) from a score of 1.5 to 4.5 on its 5-point scale in the center's first year. WVU Morgantown also has a dedicated [LGBTQ+ student organization](#) and [living-learning community](#). LGBTQ activity at WVU Beckley is supported through [Tech Alliance](#).

WVU Morgantown's Division of Student Life has several offices that enrich the college experience through promotion of and support for diversity. The [Office of Multicultural Programs](#) provides culturally enriching and diverse programming to students through films, events and social activities. WVU Morgantown's [Center for Black Culture and Research](#) offers the Students Achieving and Reaching for Success Program for first-year African American students who possess a high school GPA of 2.75 and who can provide evidence of extracurricular activities or provide verification of community service in high school. Housing and Residence Life has a dedicated [Global Living-Learning Community](#) that supports programming aimed at increasing social interaction between domestic and international students.

WVU is also a member institution of the [National Center for Faculty Development and Diversity](#), and graduate students and faculty may join and access resources at no charge.

[WVU Morgantown](#) and [WVU Keyser](#) have both recently started a student-centered initiative called the Diversity Ambassadors. This program fosters interaction, understanding and acceptance between minority student groups and larger student populations.

For more information, see 1.C.

### **3.B.5**

As an R1 research university, WVU Morgantown prides itself on the contribution faculty make to academic research; the faculty at WVU Beckley also have research responsibilities. [BOG policy](#) on promotion and tenure states that faculty have not only the full freedom to pursue and publish their academic research but also "the responsibility of contributing to institutional, campus and departmental missions in teaching, research and service." All full-time tenured and tenure-track faculty appointments (1.00 FTE) at WVU Morgantown and WVU Beckley are assigned a [faculty workload](#) along those three areas (teaching, research and service) in alignment with the nature of their appointment. Those three areas are also the basis for [annual faculty evaluations and promotion and tenure](#). See 3.C for more on promotion and tenure.

Digital Measures is an electronic faculty portfolio system that WVU uses to assist in the credentialing, evaluation and promotion and tenure of its faculty. It has areas dedicated to [reporting on college and department activity](#) in research through areas like intellectual contributions (publications, patents, etc.), presentations, contracts and grants, performances and exhibits, and intellectual property. [Aggregate faculty productivity](#) in scholarship and research and creativity is also evaluated during program review.

Creative work is an essential element of faculty hiring, tenure and promotion in a number of departments, schools and colleges. The [English department](#) has guidelines for evaluating creative work during all three of these processes. The Reed [College of Media](#) and the [College of Creative Arts](#) have language in their official promotion and tenure documents about the importance and evaluation of creative work.

WVU's [Research Office](#) and [research centers support research](#) with resources for external grant-seeking, internal grant programs and guidance for projects involving animals, human subjects and export control. WVU has had several [major successes](#) in recent years that demonstrate faculty contribution across a breadth of scholarly activity, with particular and sustained success within the [Physics department](#).

WVU has a LaunchLab at both its [Morgantown](#) and [Beckley](#) locations; WVU Morgantown has an additional [Women's Business Center](#) that is grant-funded and assists faculty and community members with starting small businesses. The LaunchLab provides services and support for commercialization of students' research discoveries and other entrepreneurial ventures. In [AY 2015-16](#), 230 students were served and there were 12 student business startups; there were 55 provisional patents or trademarks issued to students in that same time period.

WVU's Teaching and Learning Commons supports faculty contributing to scholarship, creative work and the discovery of knowledge through the annual awarding of [Technology Integration Grants](#).

Since 2014, WVU Morgantown's [Summer Undergraduate Research Experience](#) has produced 16 [publications in peer-reviewed journals](#) with undergraduate students listed as co-authors. WVU also hosts an annual [Summer Undergraduate Research Symposium](#). In [summer 2017](#), there were 108 posters and poster presenters who competed in eight judged categories.

WVU's Cancer Institute also sponsors an [annual summer undergraduate research](#) program.

Undergraduates also participate in the annual [Undergraduate Research Day](#) at the Capitol. In 2017, 13 undergraduates from WVU Beckley and 39 undergraduates from WVU Morgantown presented.

The completion of a thesis or dissertation that is of publishable quality is a component of most master's degrees and all doctoral degrees except the DMA. In AY 2016-17, [222 theses and 221 dissertations were submitted](#).

Student creative work is also reviewed as evidence during the promotion and tenure process and is filed in [Digital Measures](#) under both "Current Student Success/Activity" and "Graduate Placement Information/Alumni Success."

Certain programs, like the [MFA in Creative Writing](#), make use of creative work as part of the formal degree requirements: the undergraduate concentration culminates in a capstone project that combines creative and critical writing; the MFA program culminates in a thesis "of publishable quality," and both programs have produced creative [successes](#).

## 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

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### 3.C.1

WVU's [Common Data Set](#) affirms that the institution employs sufficient numbers and types of faculty to deliver its mission and perform the many faculty responsibilities required of them. The information in the next three paragraphs is derived from the Common Data Set.

WVU Morgantown has 1,596 total instructional faculty (including adjuncts), 1,089 (68%) of whom hold a doctorate or other terminal degree. Of WVU Morgantown's 1,188 full-time instructional faculty, 82% hold a doctorate or other terminal degree. The faculty-to-student ratio in fall 2016 at WVU Morgantown was 19:1, and 64% of WVU's sections have a class size of 29 or below, which WVU believes is important for promoting an interactive learning environment between students and faculty as well as between students.

WVU Beckley has 93 total instructional faculty (including adjuncts), 67 (72%) of whom hold a doctorate or other terminal degree, while 75% of WVU Beckley's full-time instructional faculty hold a terminal degree. The faculty-to-student ratio is 11:1, and 91% of sections have a class size of 29 or below.

WVU Keyser has 48 total instructional faculty (including adjuncts), with 21 (44%) holding a doctorate or other terminal degree. The faculty-to-student ratio is 21:1.



76.5% of WVU's full-time [instructional faculty](#) in non-Health Sciences disciplines are either tenured or tenure-track.

WVU has a wide range of types of faculty that support undergraduate, graduate and professional education. These types are described in [BOG policy](#) and the [Faculty Handbook](#) and include full-time tenure track faculty, Extension faculty, clinical faculty, teaching faculty, research faculty, visiting faculty and part-time instructors.

WVU uses Digital Measures, a web-based tool, to store faculty data and the institutional faculty roster. Faculty rosters and other faculty data, such as [faculty counts and distributions](#), [workloads](#), and [qualifications](#) and can be reported in real time. Program reviews at WVU use a [common set of data](#) taken from Digital Measures to help ensure appropriate numbers of dedicated program faculty, faculty distributions and productivity. Phased implementation of Digital Measures at began in AY 2014-15. Since then, the institution has been able to move from physical records and faculty files stored at the department level to an institution-wide system that allows for institution-level reporting.

Reviewers may access Digital Measures using the following [attached information](#).

The [Faculty Handbook](#) and [Faculty Constitution](#) describe classroom and non-classroom faculty roles in managing academic programming and curricula at WVU, curriculum development and oversight, setting expectations for student performance, establishing credentials for instructional staff, and assessment of student learning.

Procedural details of how faculty are engaged in overall university governance are managed through the WVU [Faculty Senate](#), as well as campus governance through the WVU Keyser [Faculty Assembly](#) and WVU Beckley [Faculty Assembly](#).

New courses undergo systematic peer-faculty review from the department or college level up to the level of the full Faculty Senate. New degree programs (undergraduate, graduate, and professional) undergo a similar review cycle. The [Curriculum Committee](#) and [Graduate Council](#) establishes and maintains [policies](#) for [course](#) and [program development](#), changes, and review. For more, see 3.A.

Additionally, many departments across the institution have specifically designated faculty to oversee their curricula as program coordinators or directors of undergraduate or graduate studies.

The [Undergraduate](#) and [Graduate Councils](#), conduct [program reviews](#) for current undergraduate, graduate and professional degree programs. The Undergraduate Council includes representation from WVU Keyser and WVU Beckley.

Faculty develop and communicate expectations for student performance, including course learning objectives and assessment methods, on course syllabi. The Syllabus Builder is a syllabus template with required and suggested elements that is jointly maintained by the Teaching and Learning Commons and the FSCC. Sample section syllabi are available [here](#).



Faculty are involved in establishing academic credentials beginning with WVU's hiring process, where they work with the relevant department or division chair to establish the requirements for a particular position. They also serve on faculty search committees.

Faculty are also involved in credentialing through [promotion and tenure](#) processes. Faculty seeking promotion and/or tenure can initiate the process and prepare the required materials, which are reviewed by division chairs, faculty committees and administration, with slight specific differences on each campus.

Faculty are involved in the assessment of student learning at multiple levels at WVU. The Faculty Senate's [Teaching and Assessment Committee](#) maintains and revises the electronic student evaluation of instruction survey (eSEI) that students complete to evaluate courses and instructors. It is also being [rechartered](#) so that beginning in AY 2018-19 it will conduct iterative reviews of section-level syllabi. The [University Assessment Council](#) (UAC), which includes faculty representatives, is charged with establishing guidelines and procedures for program assessment and assessment of student learning. The [General Education Foundations Committee](#) maintains and reviews changes to the general education undergraduate curriculum. This committee also collects course-level assessment of the GEF curriculum as part of the course application and review process. The [Faculty Senate Curriculum Committee](#) reviews all new courses and course changes for clarity and measurability of course learning outcomes.

Additionally, WVU faculty are necessarily and primarily responsible for annual assessment duties within their departments and/or programs with assistance and leadership provided by the Director of Academic Excellence and Assessment and the TLC as well as the UAC. See 4.B for more.

### 3.C.2

WVU has a range of policies and processes in place to ensure the qualifications of its faculty.

The [Faculty Qualifications Policy](#) requires Instructors of Record to meet minimum qualifications to teach courses, where minimum qualifications are defined by academic degree, transcript, certification, professional licensure, tested experience or other clearly defined exception criteria. A [report](#) is available in Digital Measures that identifies these qualifications for instructors and their relevance to the instructional discipline. [Faculty curriculum vitae](#) at WVU Morgantown are updated annually in Digital Measures in support of annual faculty evaluations and program review. Digital Measures also contains transcripts for 85% of the institution's full-time instructional faculty.

Reviewers may access Digital Measures using the following [attached information](#).

Beginning in AY 2018-19, [program reviews](#) will include a review of faculty credentials, especially those not qualified through academic credential, e.g., tested experience.

The Graduate Council provides [guidelines](#) that establish the requisite credentials for WVU's graduate faculty. These guidelines may be made more, but not less, rigorous by [individual colleges](#). Graduate Faculty membership is evaluated regularly through the relevant college or school. Graduate Education and Life also maintains a [roster of current graduate faculty](#).

WVU also relies on the specialized accreditation process attached to colleges, departments, and/or programs to ensure appropriately qualified instruction; [194 programs](#) across the institution have specialized accreditation.

Dual credit operations exist at the Morgantown, Beckley and Keyser locations. All of WVU Morgantown's dual credit courses are taught by WVU faculty. The scope of the dual credit operations, the specific programs and the number of faculty members involved in delivering them, and oversight processes/mechanisms of these operations and the assurance that the associated dual credit faculty meet HLC's faculty qualifications expectations are detailed in the December 15, 2016, [Application for Extension](#) "Dual Credit Faculty Qualifications," which was [granted](#).

Since the extension, WVU Keyser and WVU Beckley have adopted the Faculty Qualifications Policy for all of their hires going forward. WVU Keyser has also [reviewed the credentials](#) of its 16 dual credit faculty and determined that three will either need to clarify how their work experience may qualify as part of their credentials or develop a plan for meeting the requirements. WVU Beckley has reviewed the credentials of six of its 10 dual credit faculty and found that they meet the policy. It is awaiting transcripts for four other faculty to verify their credentials. See 4.A for more on dual credit at WVU.

Graduate teaching assistants (GTAs) are required to complete two orientations as part of their ongoing preparation as instructors. The first is a series of [online modules](#) that provide essential information and resources to help GTAs navigate FERPA guidelines, apply academic integrity policies, adhere to Title IX regulations, and connect students with wellness resources and academic support. The [second is a face-to-face orientation](#) that provides an introduction to effective teaching practices, including classroom management, engaging students through active learning, and reaching all learners. Graduate programs may also require their graduate teaching assistants to take a [departmental orientation](#).

[BOG policy](#) states that "part-time and other adjunct faculty members shall have appropriate academic qualifications and experience" as defined by WVU's Faculty Qualifications policy.

The Integrated Marketing Communications Program has a number of [established industry professionals as acting faculty](#) and follows the guidance put forward in the [Reed College of Media Faculty Handbook](#): "Adjunct professors should have at least a master's degree and one year of professional experience in a relevant field; professionals with significant professional experience (20 years or more or prestigious, national-level experience) who hold only a bachelor's degree may be considered."

The MLS in Legal Studies hires some [faculty](#) who are attorneys who have a specific focus in their teaching area. Most are practicing attorneys within West Virginia; all have practiced

within West Virginia. All MLS faculty are hired in compliance with [Eberly College of Arts and Sciences policy](#).

### 3.C.3

The [Faculty Handbook](#) and [BOG policy](#) establish the faculty evaluation process as well as for promotion and tenure; [BOG policy](#) also addresses extension of the tenure clock. The policy requires that, for both tenure and promotion, individual [colleges or academic units](#) may develop their own written procedures and criteria for faculty evaluations. College guidelines can be more, but not less, rigorous than the university guidelines.

In AY 2016-17, 91 faculty members received promotions: 57 of whom were promoted and tenured and two of whom were tenured only. Further data on faculty promotion and tenure is available [here](#).

According to the BOG policy referenced above, all instructional personnel are required to undergo annual evaluation using performance data accumulated in the employee's annual evaluation file. WVU Morgantown's [annual evaluation file](#) is compiled within Digital Measures, and promotion and tenure reviews are also completed through Digital Measures. WVU Keyser used Digital Measures for all its [annual evaluations](#) and one promotion and tenure review in AY 2016-17. WVU Beckley will use the system for its promotion and tenure reviews in AY 2017-18 and all annual evaluations beginning in AY 2018-19.

Annual performance data concerning teaching, research and creative activity (where applicable), and service are compiled in the Digital Measures profile, and additional information is populated through the university's Banner system (class information such as sections taught, number of students per section, etc.) and through the university's electronic student evaluation of instruction (eSEI) system.

WVU's [Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure](#) address the following as examples of potential sources for supporting documentation for use in the evaluation of effective performance in teaching: assessment of student learning outcomes, the collective judgment of students, student advisees and/or mentees, and of peer and chair evaluations of instructional performance. In support of capturing the collective judgment of students, the institution generates a [default eSEI survey](#) for all sections of all courses taught; that default survey is a product of the Faculty Senate [Teaching and Assessment Committee](#).

As of [summer 2017](#), instructors' [eSEI reports](#) are made available to the relevant program director or departmental chair at the end of each academic term; programs and/or departments have the option to opt out. Instructors' eSEI reports are automatically loaded into their electronic annual performance review file at the end of each term; individual instructors have the option to opt out of this process as well.

In addition to the above annual evaluations and personnel decisions, [Graduate Faculty membership](#) status is also evaluated at the college level as part of the annual evaluation process.

WVU also has two notable elements to the evaluation process. The first of these is the [Salary Enhancement for Continued Academic Achievement](#) (governed by BOG policy), which allows those faculty members who have been fully promoted to professor to earn up to two raises of 7.5% and then 5% of salary based on continued scholarly success at a minimum interval of five years. The second is [alternative paths](#) to promotion from associate professor to professor through significant administrative service or through outstanding contributions in particular areas.

[BOG policy](#) establishes general qualifications for adjunct faculty and their [evaluation](#) by the relevant academic units to ensure their continued qualification for instruction. These evaluations include WVU's course-level student evaluations (eSEI) for each course taught; eSEIs for all sections taught are automatically sent to faculty supervisors at the end of each academic term (for more on eSEI at WVU, see 3.A).

WVU Keyser and WVU Beckley follow the Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure and have established their own practices based upon that master document. WVU Keyser's [Guidelines for Annual Faculty Evaluation, Promotion and Tenure](#) establish the evaluation process for all of WVU Keyser's instructional faculty, including adjuncts.

### 3.C.4

[BOG policy](#) on promotion and tenure lays out WVU's explicit expectation that faculty will remain current in their discipline in order to fulfill their responsibility to provide the University with the highest quality teaching, research and service, or, in WVU Keyser's case, teaching, service and professional growth and development.

[BOG policy](#) on sabbatical leave supports faculty in "engag[ing] in research, writing, or other activity calculated to contribute to professional development and his/her value to WVU."

WVU's [Professional Development Program for Faculty and Non-Classified Staff](#) is one of the discretionary mechanisms that may be used to contribute to the professional development of the institution's faculty.

Intellectual contribution and creative activity are both measures of faculty remaining current in their discipline and are reviewed annually as part of annual faculty evaluation and also occupy a central place in both the promotion and tenure processes.

[Graduate Faculty status](#) requires "evidence of continuing scholarly research or creative activity."

WVU Morgantown's [Research and Development Strategy](#) has provided grant writing workshops and faculty development activities focused on improving grant competitiveness. WVU also funds seed grants called community engagement grants that establish partnerships between faculty/staff and local communities; seed grants are also provided for research.

As part of the LaunchLab, the [IDEA Faculty Fellow Program](#) awarded seven faculty members stipends for course development and extensive training in entrepreneurship. Winners developed or modified existing courses to infuse innovation, entrepreneurship and design.

WVU Morgantown's Teaching and Learning Commons' (TLC) [mission](#) is to "provide academic support and resources to empower all who teach," regardless of rank or status, campus location, or instructional delivery method. The TLC is a central resource for faculty to seek professional development of their instruction. Among its [regular services](#) are the instructional design of courses, peer support and mentoring, the establishment of learning communities, and the connection of scholarship of teaching and learning researchers. Through the Director of Academic Excellence and Assessment and the Associate Director of Assessment and Quality Assurance, the TLC provides systematic oversight and support of assessment across WVU. The TLC also collaborates with the [Association of College and University Educators](#) and American Council on Education to offer online professional development in effective instruction.

The TLC organizes and hosts several all-campus events each year, including the [Sandbox Open House](#), which showcases innovative technologies for use within instructional settings; [Celebrate](#), a two-day, end-of-year celebration of teaching, learning and research; [New Faculty Orientation](#), [Graduate and International Graduate Teaching Assistant Orientations](#) that provide new instructors an introduction to a wide range of services and systems available to them; and one-time workshops that address areas of topical interest, like preparing courses for online delivery, proactive ways to prevent academic dishonesty, information literacy, and assessment.

The TLC also grants the [Graduate Certificate in University Teaching](#), which is a curricular professional development and credential for graduate students.

The mission of [Faculty and Course Development in International Studies](#) (FACDIS) is to promote undergraduate teaching of contemporary international issues and languages, and to provide educators with opportunities for professional development. FACDIS supports course development, revision and enhancement across West Virginia's colleges and universities. There are currently 19 West Virginia institutions of higher education that are FACDIS member institutions.

WVU is a member institution of the [National Center for Faculty Development and Diversity](#), and all faculty and graduate students may join and access the available resources for free.

In addition to the opportunities above, WVU Keyser faculty can receive professional development grants through its own [Faculty Welfare Committee](#).

Each of WVU Beckley's colleges maintains a specific line item in their budgets dedicated to supporting faculty professional development and scholarly activity. The College Council, which is made up of department chairs and program coordinators, decides how to distribute funds to the faculty.

### 3.C.5

By policy and practice, all instructors are accessible for student inquiry. Per the [Faculty Handbook](#), each section of each course taught must be accompanied by a syllabus which must contain, among other items, contact information (e.g., office location, phone number, email address) as well as scheduled office hours. In addition, each course has its own class page through the eCampus learning management system. eCampus offers [numerous tools](#), including discussion boards where students can interact with instructors and an internal email client that allows students and instructors to communicate specifically within the context of the course. The Faculty Senate-approved Syllabus Builder also includes requisite fields for instructor contact information.

The availability of adjunct instructors to students outside of class is governed by the department/division chair in consultation with individual instructors.

Instructors for distance learning courses in fully online programs are expected to follow [best practices](#) put forward by both the Teaching and Learning Commons' iDesign unit, which oversees the university's instructional design, as well as [Quality Matters standards](#), which WVU uses for course-level quality assurance, and to respond to electronic student inquiries within 24 to 48 hours.

Faculty are also available to student inquiries beyond required office hours.

All [student organizations](#) are required to have an adviser who is a full-time staff or faculty member.

Faculty also serve as research mentors to undergraduate students; see 3.B.5 for the range and extent of activities.

The [Catalog](#) specifies requirements for [faculty membership](#) on theses and dissertations for graduate students.

For graduate programs requiring [comprehensive examinations](#), faculty members are also involved as chairs and evaluators.

### 3.C.6

WVU's [Professional Development Program for Faculty and Non-Classified Staff](#) is one of the discretionary mechanisms that may be used to contribute to the professional development of non-classified staff.



Beginning in fall 2016, WVU's [Academic Advising Council](#) (AAC) was created to provide academic advisers the opportunity to participate in professional development and encourage collaboration with other advisers at the University.

The AAC's mission is to increase the effectiveness of WVU's advising community. The AAC creates resources and delivers [informational workshops](#) in support of institutional best practices. The AAC's website hosts [workshop materials and presentations](#), information for advisers on how to provide students with financial aid support, and a link inviting advisers to join the National Association for Academic Advisers.

WVU also has the [Nick Evans Advising Award](#), an annual award given to the institution's most outstanding student advisers.

Many of WVU Morgantown's tutors are housed within [Academic Resource Centers](#) (ARC), which are located across the WVU Morgantown campus. The ARC Director is [responsible for overseeing the hiring and support and development of peer tutors](#) within the ARCs. WVU's [requirements for peer tutors](#) help ensure their qualification. All ARC tutors are provided with a [tutor handbook](#) and [annual training](#). The training provided by WVU allows tutors to earn their tutoring certification through the College Reading and Learning Association's [International Tutor Training Program](#).

Financial aid professionals are given extensive initial [training](#) in-person and then through online resources such as entrance counseling demos or FSA Coach, a free financial aid training program sponsored by the Department of Education. There are additional trainings for West Virginia and Pennsylvania state financial aid, SEE training for student employment professionals or professional credential training offered by the National Association of Student Financial Aid Administrators (NASFAA). Ongoing training is provided to keep financial aid professionals apprised of updates to regulations or procedures through resources such as the Federal Student Aid Handbook, NASFAA, studentaid.ed.gov (the student aid website from the Department of Education), ifap.ed.gov (the financial aid website for financial aid professionals also maintained by the DOE), state websites, and published federal and state regulations.

Financial aid professionals are also encouraged to seek greater knowledge in their field; WVU financial aid professionals [hold more professional credentials](#) through NASFAA than any other institution in the country.

WVU Morgantown's Student Life Division ensures its professional staff are well qualified through [position descriptions with rigorous credential and experience requirements](#). They are kept current in professional development through [dedicated funds for travel and memberships in professional organizations](#). They also have an Employee Relations Committee that provides professional development opportunities through workshops and training on campus twice a year as well as a full-unit development retreat. Student Life staff hold leadership positions in regional and national organizations and present at regional and national conferences with the goal of keeping up-to-date with contemporary best practices.



Staff at WVU Keyser and WVU Beckley are able to draw upon dedicated funds in their unit budgets to participate in professional development.

## 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

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### 3.D.1

WVU serves a diverse student population, from open enrollment at WVU Keyser to selective enrollment for [Forensic and Investigative Science](#), and from majors in the arts to engineering, the medical sciences, and law. Many of WVU's students are first-generation students and Pell Grant-eligible. Reporting that supports [Student Right to Know](#) is just one source that shows this kind of diversity, with WVU Morgantown consistently outperforming national averages on standardized test score averages, WVU Beckley consistently around average and WVU Keyser consistently below average. To address this array of students, WVU provides services to support student academics, financial and career needs, and health and wellness.

WVU also believes that its students' families are central to student success and has a range of [resources for parents](#) on its Undergraduate Admissions website.

In fall 2015, WVU gathered representation of more than 30 disparate tutoring options at WVU Morgantown into a collective effort to increase visibility, coordinate training, and share tools. Over the last two years, new Academic Resource Centers (ARCs) have been created or vastly refurbished to [increase capacity and access](#); an [ARC Director](#) was also hired to oversee tutoring within the ARCs.

WVU Beckley has a [Student Success Center](#) (SSC) that offers a study location as well as hosts the campus' tutoring efforts. The SSC has Success Advisers who meet with students to review their course schedule and set goals for the semester. Freshmen meet with their

Success Adviser throughout the semester to discuss coursework and other issues that may arise during the first year; students are often referred to tutoring opportunities in these meetings.

WVU Keyser's [Academic Success Center](#) employs professional and peer tutors to work with students in math, science, English, and psychology courses. It also has success coaching for students on probation.

WVU Morgantown's [Summer Boost Program](#) helps at-risk second-year students return to the university through supportive programming that includes tutoring and success coaching. The program was implemented in summer 2016 for fall 2015 first-time freshmen who had a cumulative GPA below 2.0, were eligible to D/F repeat coursework, or were [PROMISE scholars](#) needing to reach the benchmark requirements for continued eligibility. Participants are eligible for a 30% tuition stipend if they attend two success coach meetings for each six weeks of courses, attend four hours of tutoring or study lab each week, attend two academic seminar sessions, and earn a C or better for all attempted summer courses.

Freshmen at WVU Morgantown who are on academic probation at the end of their first semester are automatically enrolled in the [Mid-Year Academy](#) (MYA) and are required to attend a one-day workshop before the spring semester begins. To help ensure students earn a degree, MYA provides proactive advising around the following areas:

- Adjusting their schedule of courses for the next semester
- Identifying an appropriate program of study
- Providing individualized information on available resources to help develop academic success skills
- Evaluating progress toward a degree
- Personally challenging students to excel as a Mountaineer

The Student Support Services (SSS) Program at [WVU Morgantown](#) and [WVU Beckley](#) is partially federally funded and can provide 215 students at each location with intensive financial aid and academic and advising preparation for graduate school. Eligible participants are from underserved and high-need populations of first-generation students, low EFC and/or a recipient of disability services. The program conducts sessions on topics on developing personal perseverance, time management, study skills, cultural enrichment, financial responsibility, and success coaching.

The [ASPIRE](#) Office has the dual mission of assisting students applying for nationally competitive scholarships and fellowships and helping students applying for graduate or professional school. The office has produced winners of the Boren, Critical Language, Fulbright, Gilman, Newman Civic, and Udall and Goldwater scholarships as well as NSF Graduate Research Fellows in the last four years. In 2017, [seven students were named Boren scholars](#), making WVU the third-highest Boren-producing school in the nation that year; there have also been three Rhodes Scholars finalists in the past four years. The office also works with students on personal statements, mock interviewing, soliciting letters of reference, and

personal statements, entrance exam preparation strategies, and soliciting letters of reference for students seeking acceptance into graduate schools.

The [Office of Pre-Health](#) offers supportive and structured pre-health professional development services to current students and alumni. In 2015-16, 90 students used a Pre-Health Committee Letter to support their application to health professional school, and 71% were successful in gaining acceptance.

The [Office of Accessibility Services](#) is dedicated to enhancing educational opportunities for students with temporary and permanent disabilities at all WVU campuses. To ensure access to university programs, accessibility specialists work individually with students to help them achieve academic success. WVU Keyser and WVU Beckley have a campus Accessibility Specialist on site.

[Information Technology Services](#) provides a range of student support including repair, service and support for computing hardware and software, printing, use of academic tools (like eCampus, WVU's learning management system), the Mountaineer Card, student email accounts and internet access, security and personal web hosting.

[Graduate Education and Life](#) offers a wide range of services to graduate students, including assisting with funding through graduate assistantships, fellowships and scholarships, financial aid and loans, tuition waivers, student employment and crisis funding. It also provides [professional development](#) in career exploration, leadership and entrepreneurship, student life, teaching, and writing and research.

Student Life at [WVU Morgantown](#), [WVU Keyser](#) and [WVU Beckley](#) supports a student-centered learning environment that allows students to develop fully, and, in partnership with university colleagues, offers the highest quality programs, services and opportunities. Student Life is the home unit to offices such as Adventure WV (3.E), the Carruth Center for Psychological and Psychiatric Services, the Center for Black Culture and Research, Center for Service and Learning, Housing and Residence Life, Office of Multicultural Programs, and the Collegiate Recovery Program.

In 2015, the [Office of Fraternity and Sorority Life](#), also an office within Student Life, was established to provide additional support for fraternities, sororities and the Greek governing councils.

[WVUp All Night](#) provides healthy and safe weekend activities, including tutoring, in the Mountainlair.

Housing at WVU Morgantown offers a wide range of [Living-Learning Communities](#), which are on-campus student communities formed around a theme or specific field of study. This residential learning model contributes to the co-curricular synthesis of academic experiences with student success outside of the classroom.

The [Osher Reentry Scholarship](#) and [Student Family Resources](#) programs are two of WVU's efforts to support nontraditional students. WVU has also been designated a [Military Friendly school](#) and supports veterans through advocacy, services and programming; WVU was ranked #26 in the nation in 2017 by [Best for Vets](#).

WVU Medicine provides [Student Health Services](#) Monday through Saturday and serves urgent care needs. WVU Keyser and WVU Beckley students have access to a Student Health Center for minor illnesses and injuries as well as to seek confidential services from professional counselors.

Other services dedicated to students' health and well-being at WVU Morgantown include the [Carruth Center for Counseling and Psychological Services](#) and [WellWVU](#).

WVU's [Collaboration, Assessment, Response and Engagement \(CARE\) Team](#) was implemented in spring 2017 to bring together faculty professionals in Student Life with Student Conduct, WVU police, and other administrators to discuss and intervene with at-risk students and behaviors.

The [Collegiate Recovery Program](#) was formed in spring 2016 as the first collegiate recovery program in West Virginia. Its mission is to establish a community for those both supporting and seeking a culture of recovery. It is a member of the Association of Recovery in Higher Education and ascribes to an "all recovery" model, which welcomes students from multiple pathways of recovery. [Serenity Place](#), an on-campus house dedicated to students seeking a culture of support in addiction recovery, was opened in spring 2017.

[Student Legal Services](#) provides high-quality legal and mediation services at no cost to all WVU students, individually and collectively, as well as for student government and student organizations.

The [Student Insurance Office](#) provides student health insurance through Aetna to WVU Morgantown and WVU Beckley students, with graduate assistants being eligible to have part or all of their premium covered as part of their position; regular (20 hours per week) GAs receive full payment, and partial (10 hours per week) GAs receive half-payment.

[Undergraduate Admissions](#) centralizes information on application processes, academic options, costs and available financial aid, student life and information for various demographic groups (parents, veterans, international students, etc.).

The [Mountaineer Hub](#) is WVU's centralized location for Student Accounts, Financial Aid, Scholarships and Student Employment. See 5.D. for more on the Hub.

[Career Services](#) at WVU Morgantown works closely with the [Career Services Center](#) at WVU Beckley and the [Career Center](#) at WVU Keyser to help students search for and apply to job and internship opportunities, search for partner employers, sign up for on-campus interviews, and attend career fairs and events. It also helps students with building their resumes, attending career fairs, and preparing for interviews. There are also [college-level](#) career offices.

### 3.D.2

WVU has a range of processes and services that focus on ensuring students are placed into the appropriate courses and degree programs; all of WVU's policies and processes are in accordance with [HEPC policy](#).

WVU places students into math, statistics, and chemistry courses based the following [placement tools](#): ACT Math score, SAT Math score, or scores on the ALEKS math placement exam.

Students may take [English 103](#), an accelerated three-credit course that replaces English 101 and English 102 while also fulfilling the GEF Area 1 requirement. Students can opt to take English 103 if they receive at least a 27 on the ACT English subtest or a 640 on the SAT verbal exam.

In addition to the above practice, [WVU Keyser](#) also uses ACCUPLACER to place students for English courses.

Students whose major requires a world language are encouraged to complete the [world languages placement exam](#). Scores and their associated courses are listed on the World Languages department's website.

As a high school junior or senior, students can take Advanced Placement (AP) examinations that verify if a student has earned competency equal to that of a college course. The [AP Program Chart](#) shows the applicable subject areas, necessary test scores, and the equivalent WVU courses. These practices are in alignment with [HEPC policy](#).

In spring 2017, the Associate Provost for Undergraduate Academic Affairs appointed a committee to:

1. Develop a process for [regular review of AP](#) and International Baccalaureate (IB) credit
2. Review university policies and procedures impacted by AP and IB credit acceptance processes (including its impact on time-to-degree and financial aid eligibility)
3. Communicate externally about AP and IB credit through the undergraduate recruitment and admissions processes

In fall 2017, WVU Keyser and WVU Beckley implemented a co-requisite course model. Students who would have placed into the credit-bearing class will be taught alongside students who formerly would have been developmental students; no more than 10 students per section will participate in the co-requisite model. Co-requisite students will take English 101 (the traditional three-credit course) alongside English 100 (a two-credit course). The same co-requisite model has been applied to students who need to take College Algebra with the additional option that for students who are below the requirement for the co-requisite course a two-credit-hour Quantitative Skills and Reasoning course can be taken. This approach is in alignment with [HEPC policy](#).

[First-Year Pathway](#) (FYP) is an academic support program designed for provisionally admitted students: those who have not met requirements for either high school GPA or test scores (ACT or SAT). Provisional admittance of students is guided by HEPC policy. All FYP students must complete a required summer program through Adventure WV (see 3.E). FYP promotes access to WVU for students by providing extra support throughout their first year. FYP students have dedicated advisers, take a first-year seminar course (graduation requirement) with other FYP students and meet with a success coach each month. Success coaches work individually with students to enhance their academic skills in time management, note taking, reading and study strategies.

### 3.D.3

WVU's colleges and schools each provide academic advising to meet the needs of their students. All undergraduate students are assigned an academic adviser. Non-academic advising and personal counseling are referred accordingly (i.e., WVU Wellness Center/Student Health, Carruth Center for Counseling, etc.).

[DegreeWorks](#) is a web-based degree planning and advising portal that provides students and their advisers with a visual checklist of courses and other academic milestones required for graduation. A summary of DegreeWorks features that pertain to advising is available [here](#).

All of WVU's academic advisers, whether professional or faculty, have access to [Student Success Collaborative](#) Campus, an advising software from Education Advisory Board (EAB) that supports communications and [analytics](#) and monitors academic performance through advising notes, early warnings, and usage patterns of WVU's tutoring centers. WVU Keyser and WVU Beckley also have experienced partial implementation of Student Success Collaborative Campus and should complete implementation over the AY 2017-18.

The [Academic Success Center](#) at WVU Keyser assigns students to a faculty adviser in their field of interest. All WVU Keyser students are advised by a faculty member based on their major. Students are required to meet with advisers to develop academic plans and semester schedules. Students and advisers have access to many advising tools including Student Success Collaborative and, beginning fall 2017, DegreeWorks.

The [Student Success Center](#) (SSC) at WVU Beckley advises first-year students before they connect with a faculty adviser. Student Success advisers meet with all first-year students three or four times during the year for academic advising and degree planning, class registration and simply to touch base about educational progress. Students transition to faculty advisers as they adopt majors. Students have access to the Office of the WVU Beckley Registrar for graduation checks and degree audits beyond those provided by faculty advisers.

See 3.C.6 for the role of the Academic Advising Council.



### 3.D.4

WVU's Facilities Planning and Scheduling group keeps a detailed account of all [instructional spaces and types](#), instructional needs, and sections offered and uses [25Live](#) software to ensure that WVU as a whole always has the necessary infrastructure and resources to support its teaching and learning activities.

#### Technological Infrastructure and Resources

Information Technology Services provides a secure, reliable, and robust information technology infrastructure that supports innovation, discovery, pedagogy and public service, and maintains essential production services and systems. 5.A.1 provides a detailed description of WVU's technological infrastructure investments.

WVU Morgantown's TLC supports a [sandbox area](#) that can be used as a collaborative meeting space and also hosts a variety of pedagogical technology that can be used on loan. More on the TLC can be found in 3.C.4.

The TLC also manages [classroom technology](#) at WVU Morgantown in [over 150 high-technology classrooms](#), each of which is equipped with a variety of technologies that enhance curriculum delivery.

#### Scientific Laboratories

WVU has a wide range of laboratories for scientific research, instruction, and student learning. WVU Morgantown has 531 laboratories, with over 249,500 square feet of space designated for research. 5.A.1 provides a detailed description of WVU's physical infrastructure investments under the 10-Year Campus Master Plan. Detailed information on WVU Morgantown's scientific laboratories is available [here](#).

Scientific laboratories at WVU Keyser include two chemistry laboratories, three biology laboratories, one geology lab, and one physics laboratory. WVU Keyser also has three farms that total nearly 1,000 acres in size. Each farm is comprised of a mix of agricultural land and forest land used for farm enterprises and academic purposes. The Agriculture Technology facility consists of a large multidisciplinary shop area and a classroom. This facility is adjacent to a greenhouse, which uses traditional production methods and is currently converting some space to hydroponic production.

Scientific teaching laboratories at WVU Beckley in biology, chemistry, and physical sciences also contain instrumentation and apparatus sufficient to provide rigorous instruction in the sciences.

## Libraries

WVU Morgantown has the Downtown Campus Library, the Evansdale Library, the Health Sciences Library, the Law Library, and the West Virginia and Regional History Center.

The WVU Morgantown Libraries provide access to more than two million books, 246 databases, over 48,000 journals and numerous unique digital collections, as well as a range of instructional technologies and equipment available via loan. In addition, the Libraries are home to [Rare Books and Appalachian Collections](#), and serve as a Regional Depository Library. The Libraries have strong reference and research services and a substantial instruction and information literacy program. They are engaged in numerous digitization projects, and have also been involved in several initiatives to support new forms of scholarly publishing and communication.

Access to more than 95,000 books, hundreds of online periodicals and interlibrary loan services are available to WVU Beckley students. There are also computers (desktop and laptop) available for check-out, and several have specialized software for engineering, science or computer science students.

The WVU Keyser Library has 38,000 books; 12,000 e-books; access to 18,300 electronic and print journals, newspaper, and microform titles; and 28 electronic databases. Interlibrary loan, reference and media/archival services are also available.

The Charleston Division of Health Sciences is also home to the Charleston Health Sciences Library.

## Performance Space

The Creative Arts Center at WVU Morgantown houses several performance/studio and clinical practice and applied areas, including five theaters ranging from 80 to 1,444 seats in size, visual arts exhibits and classrooms.

The Church-McKee Arts Center at WVU Keyser is a multipurpose building that contains a 1,000-seat theater, three classrooms (including a 75-seat stepped band room) and many faculty offices.

WVU Beckley has a theater in the Engineering and Sciences Building.

## Clinical Practice Sites

WVU provides clinical practice sites that its programs require. Many colleges and schools use clinical practice sites to support effective teaching and learning. More detail on WVU Morgantown's extensive clinical spaces is available [here](#).

The [Extension Service](#) provides programs and services that take the community engagement and outreach mission of WVU directly to thousands of West Virginians in 55 county offices

located across the state. Depending upon program priorities and funding, graduate and undergraduate internships, work-study appointments and volunteer service positions may be available at WVU Morgantown and in any of West Virginia's 55 counties.

WVU Beckley's Nursing Program has clinical practice sites at Thomas Memorial Hospital, Charleston Area Medical Center and Montgomery General Hospital. Nursing at WVU Beckley has comprehensive facilities in the Life Sciences Building. WVU Beckley's Forensic Investigation Program has a Forensics Crime House that offers students simulated field experience in crime scene investigation.

### **Museum Collections**

The Art Museum of WVU opened in August of 2015 and features two distinct facilities--the Art Museum and the Museum Education Center--and the outdoor Nath Sculpture Garden, which opened in fall 2016. Additional information about the Art Museum and other museums at WVU Morgantown can be found [here](#).

Housed in WVU Keyser's Mary F. Shipper Library are three collections and various other artifacts.

The WVU Beckley Pierce Art Gallery in Conley Hall hosts coffee hours, artist exhibitions and other events.

### **3.D.5**

Many undergraduate and graduate programs have [student learning outcomes](#) that either directly or indirectly assure that their curriculum is providing instruction and support in the use of research and the University's information resources.

One of the General Education Foundation's [student learning outcomes](#) is Information Literacy.

The TLC and Research Office provide face-to-face and online workshops for graduate students on academic dishonesty (as part of its [Graduate Teaching Assistant Orientation modules](#)), Pivot training on finding research funding opportunities, human subject research training, animal welfare regulatory training, responsible conduct of research education and training, and conflict of interest in research training.

The WVU Morgantown [Office of Undergraduate Research](#) was established as a resource to increase student access to meaningful undergraduate research and creative endeavors. Part of its mission is to provide guidance to students in the effective and ethical use of information and existing research as they seek to develop, fund and publish their own research.

There is a vast array of information resources and services available to students through the WVU Library system. Librarians have created over [270 research guides](#), offering student

course-specific and discipline-based research support. Personalized assistance is offered for searching, citing and utilizing information resources. These services are supplemented via online tutorials. Moreover, as students progress in their degree requirement completion, they may receive help with effective use of literature searches in the primary databases, and information management.

WVU Libraries offer a broad program of [user instruction and information literacy activities](#), and research librarians devote a significant portion of their annual activity to teaching and instruction projects. In AY 2016-17, librarians reached 24,588 students in classes or individually.

The library system at WVU Morgantown offers several for-credit courses, as well as guides and tutorials to help students identify and use information resources. For example, they provide a tutorial on plagiarism avoidance, as well as a course in Library Research (ULIB 101); [approximately 350 students take that course each academic year](#).

The WVU Beckley Library offers personalized help on assignments and research projects. Help related to location and use for materials can be requested at the [Service Desk](#). Individual or group assistance is available in using electronic resources/databases, book and journal references, and government information (print and online).

The WVU Keyser Library provides a range of online [research guides](#) and a [library handbook](#) to undergraduates. Instruction on using library resources is also well integrated into the First-Year Seminar and ENGL 102.

All students must complete ENGL 102, which has a [learning outcome](#) for evaluating information and resources and requires students to use five researched sources to complete an argumentative essay. Students are taught to discern source quality and credibility through analysis of sample arguments and sources.

For more, see 2.E.2.

## 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

## Argument

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### 3.E.1

Co-curricular activities at WVU play a central role in supporting the institution's mission by creating a diverse and inclusive culture that advances education as well as through local, state and global engagement.

[Student Engagement and Leadership](#) is the parent unit of Student Involvement, Leadership Development, and the Center for Service and Learning. Student Involvement includes over [450 student organizations](#) that help teach leadership and out-of-the classroom skills needed to be successful, including the [Student Government Association](#). [Leadership Development](#) provides the [Freshmen Leadership Program](#), the [Certified Student Leader Program](#) and [student organization leadership development](#). Leadership Development provides students with leadership skills development opportunities through programs, retreats and experiential learning. Students will develop lifelong leadership skills that can be used within diverse educational, social and business settings. The Certified Student Leader Program is a co-curricular certification opportunity available to all students interested in enhancing their leadership skills, knowledge and applications by participation in a variety of leadership and service offerings at the university.

All student organizations are committed to fostering diversity and inclusivity and are required to carry a statement in their [constitution](#) that guarantees that the organization "will not deny membership on the basis of age, disability status, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation or veteran status."

The Student Government Association is responsible for representing the needs and concerns of all Mountaineers. Student Government has been responsible for many major projects and initiatives at WVU, including participation in [flood relief projects](#) across West Virginia after the historic floods in summer 2016 and the [It's On Us](#) campaign, which focused on raising awareness of sexual violence.

Students also have the opportunity to contribute to one of two media outlets at the institution: the [Daily Athenaeum](#) and [WVU-FM](#). The Daily Athenaeum is a student-run newspaper and online media publication for WVU and is now 24/7 digital first, with a three-day-a-week print publication schedule.

WVU-FM is the institution's student-run and led radio station. It won CMJ's 2015 College Radio Station of the Year award and involves students in every aspect of radio, from technical support to production and supervision.

[Education Abroad](#) programs offer students opportunities to expand their educational experiences while promoting both diverse cultural experience and global engagement while earning credit hours.

### 3.E.2

WVU's [mission](#) charges the institution with "creating a diverse and inclusive culture that advances education . . . advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement."

As discussed in 3.B.5, undergraduate and graduate students at WVU perform a wide range of research.

[Adventure WV](#) engages students in various [environmental-based service projects](#) around Morgantown and the broader region.

The [Center for Service and Learning](#) is home to [iServe](#), a free online service management system that helps students find service opportunities, connect with community organizations and record service hours. Advisers also recommend using the Center for shadowing or volunteering in a capacity that relates to a student's major or to their future career. [AY 2016-17](#) saw more than 6,000 students use iServe to track over 145,000 service hours with 250 different organizations, an 89% increase in volunteers, and a 113% increase in volunteered time from the previous academic year.

The Honors College also has a [service-based mission](#) that encourages and supports the service of Honors students. August 2016 was the second annual [Honors Day of Service](#), during which over 800 Honors freshmen served with 32 community partners. The Honors College also recently launched a nationally recognized [Peace Corps Preparatory Program](#) that will prepare students for international service through a curriculum involving intensive service projects in local communities. The Honors College also maintains [nationally awarded tutoring](#), and the [testWell learning center](#), which provides free tutoring to all WVU students. Over AY 2016-17, Honors College students logged over 14,600 hours of service in the iServe portal maintained by the Center for Service and Learning.

WVU also helps prepare students for economic and career success through the [Office of Career Services](#), which supports students' future economic development through career-

readiness organized into three main platforms: career and professional development programs, career fairs and professional development events, and employer services. Career Services offers two career preparation courses for credit, 12 presentations that can be given to individual classes, career counseling appointments, and a Career Fair Prep Week.

The General Education Foundations Program has personal and social responsibility as one of its learning outcomes. It is dedicated to assessing how students demonstrate civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action and foundations and skills for lifelong learning. [GEF courses incorporating this learning outcome](#) engage the personal or social responsibility of students and discuss personal, local, national and/or international situations and problems.



# Criterion 4. Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

## Argument

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### 4.A.1

West Virginia University (WVU) maintains a practice of regular program reviews in compliance with [West Virginia state code](#), [West Virginia Higher Education Policy Commission](#) (HEPC) and [Board of Governors](#) (BOG) policy. These policies and procedures are applied to all programs types and levels (certificates, undergraduate, graduate, and professional) and across all locations and delivery methods. Each program is required to submit a full program

review [every five years](#). Policy requires that all programs are evaluated for their consistency with mission, adequacy, viability, effectiveness, and necessity.

Program reviews are broadly arranged around the following [areas](#):

- Mission
- Facilities and equipment
- Faculty composition and productivity
- Student enrollment and graduation history
- Assessment
- Program improvement

The [program review workflow](#) includes the [Undergraduate](#) and [Graduate Councils](#), the relevant Associate Provost of Graduate/Undergraduate Academic Affairs, external reviewers (BOG and HEPC) and follow-up actions back to the college deans and program directors under the direction of the Director of Academic Excellence and Assessment (DoAE&A).

The [University Assessment Council](#) (UAC) is responsible for reviewing and revising the program review process itself and, based upon a summary analysis of two years of completed program reviews conducted in fall 2016, has made the following changes:

- Provided programs with standardized [student](#) and [faculty](#) data sets
- Revised the program review form to focus on more reflective and engaged responses: [old new](#)
- Created a [form](#) for use by the review teams on the Undergraduate and Graduate Councils
- Created an electronic submission process through Qualtrics, a web-based survey platform

The Undergraduate and Graduate Councils make one of the following recommendations upon reading and reviewing the submitted program review:

- Continuation of the program without specific action
- Continuation of the program with specific action
- Continuation of the program at a reduced level of activity
- Identification of the program for further development
- Development of a cooperative program with another institution
- Discontinuance of the program

Those recommendations are then reviewed by the relevant [Associate Provost](#), and summary reports are provided to the [Board of Governors](#) and finally to [HEPC](#).

Of AY 2016-17's 43 program reviews, 29 were continued without specific action, 11 were continued with specific action (mostly for having unsatisfactory assessment practices and/or evidence), two were discontinued, and one was asked to resubmit the review the following year for failing to complete it properly. Several programs have since submitted their follow-up

reports; the [Mechanical Engineering and Civil Engineering programs](#) at WVU Beckley are undergoing additional institutional follow-up.

[HEPC policy](#) also requires a biennial productivity review for academic programs that determines whether they are meeting certain levels of enrollment and degrees conferred; programs that fail to meet those standards are first placed on a four-year probationary period to address their deficiencies. At the end of the probationary period, programs that still fail to meet the standards are recommended for termination by HEPC; that recommendation is then [considered by the WVU administration](#).

## 4.A.2

The transcription of credit at WVU is governed by both [BOG policy](#) and [HEPC policy](#).

WVU has [institutional policies](#) in its [Catalog](#) that articulate how it awards credit for Advanced Placement, the College Level Examination Program, Dual Credit, Prior Learning Assessment and Active Military Service and International Baccalaureate. These policies are aligned with [HEPC policy](#).

WVU encourages international students to use the third-party [World Education Services](#) (WES) for an independent review and evaluation of the credentials of all international academic work completed, including high school, post-secondary educational institutions, and colleges or universities. This review is part of WVU's [process](#) to help expedite international applications as well as help standardize the transcription of international credit.

All public institutions in West Virginia have a [Regents Bachelor of Arts](#) (RBA) program that offers a degree program designed to meet the unique needs of the adult student. This program provides a comprehensive general education based on individualized skills and learning outcomes. Eligible students may acquire college credits based on their professional experiences in select subject areas and earned certifications. HEPC's administrative guidelines for the RBA include the following rationale: "The adult degree, in its purest form, was developed in the belief that adults, both psychologically and socially, are so distinctly different from young people that a program of studies designed for men and women should be based at every point on their maturity."

As such, the RBA Program does grant students credit for prior experience set forth by the aforementioned guidelines. WVU's RBA Program provides students with further guidance on the policies and procedures at WVU for [preparing their portfolio](#) in support of evaluating their prior experience. Each portfolio must contain:

- A cover letter requesting the College Equivalent Credits
- A resume that identifies all the relevant experiences which align with the credit requested
- A reflective narrative explaining how the activities presented in the resume are equivalent with college credit sought

- Supporting documentation for claims made in the previous sections, including letters of recommendation

WVU faculty who possess appropriate, discipline-specific expertise review the portfolio submissions and determine what credit, if any, will be awarded. If awarded, these credits appear on transcripts as ungraded, college-equivalent credits.

### 4.A.3

WVU follows its [Catalog policy](#) and [HEPC policy](#) to guide how it transfers credit between West Virginia's two- and four-year colleges. These policies ensure that the transfer of credits between West Virginia public institutions is complete and consistent with appropriate and legitimate academic integrity.

Additionally, WVU honors the [HEPC Core Coursework Transfer Agreement](#) (CCTA). That agreement assures that the following coursework can be completed at any accredited West Virginia institution and be applicable to any other West Virginia institution's general education requirements. WVU has identified GEF areas for all HEPC CCTA courses:

- English Composition: 6 hours (GEF 1)
- Communication and Literature: 6 hours (oral communication 3 hours, literature 3 hours) (GEF 6 and 7)
- Fine Arts Appreciation: 3 hours (GEF 6 and 7)
- Mathematics: 3 to 5 hours (college math including general math, algebra, trigonometry, or calculus) (GEF 3)
- Natural Science: 8 to 10 hours (lab sciences including biology, chemistry, geology, physics or physical science) (GEF 2)
- Social Science: 9 hours (history, political science, psychology, sociology or economics with no more than 6 hours from any one area) (GEF 4 and 5)

The HEPC agreement also identifies other courses offered by two- and four-year institutions that must be accepted in transfer.

These same policies also direct how the institution accepts college credit from regionally accredited institutions outside of West Virginia. It is WVU's intention that students should be able to transfer the maximum number of credits earned at a regionally accredited institution with minimal requirements to repeat or take additional courses as is consistent with sound academic policy.

WVU employs reverse-transfer for students who begin at WVU Keyser and move to WVU Morgantown before completing an associate's degree. Once they have completed the credits necessary to earn the degree (while at Morgantown), the degree is awarded.

In spring 2017, HEPC contracted with Ellucian [to implement the Transfer Equivalency System Software \(TESS\) at all public institutions in West Virginia](#) and streamline transfer among state

institutions to help all West Virginia institutions comply with [West Virginia state code](#) regarding transfer of credit among state institutions.

The implementation of TESS Transfer Articulation at WVU provided an opportunity to revise its [Catalog policy](#), reaffirm its transfer equivalencies, redesign the [workflow process](#) for students requesting course equivalencies that aren't in the TESS database, and integrate with DegreeWorks, WVU's degree audit and advising system, to further streamline the transfer process.

To allow for systematic review of all course equivalencies on a periodic basis and ensure continued content alignment, the courses in the TESS database expire after a defined amount of time based on the institution type originating the transfer course (community colleges - three years; regional institutions - five years; R1 peers - seven years). TESS is also the repository for all established articulation agreements and HEPC's Core Transfer Coursework Agreement. [Each transfer and transient equivalency](#) added to the TESS system has been evaluated by the faculty in the corresponding WVU department, or previously vetted and accepted by at least two R1 institutions.

Programs delivered by each college or school may have [specific transfer criteria](#) as defined by specialized accreditation, space availability, and/or academic competitiveness. WVU campuses also have [articulation agreements](#) that articulate specific criteria for 2+2, 2+2 ½, or 2+3 academic pathways. WVU currently has articulation agreements with 26 other institutions covering a range of programs and general admission criteria at each.

The evaluation of transfer credit is not finalized until the student is formally admitted at WVU, however, in many cases, students can view a [preliminary evaluation](#) prior to enrollment. TESS also produces a [report](#) of how transfer credit will likely be transcribed. Any credits not already evaluated in the TESS system direct the student to upload syllabi for entry into the [workflow review process](#).

WVU's Catalog policy also allows [academic forgiveness](#) for students who attended an accredited college or university and have not been enrolled in any higher education institution for at least four calendar years.

#### 4.A.4

The institution, its governing bodies and administrators, colleges, schools, departments and divisions, and faculty all share in substantial and specific responsibilities in ensuring that WVU designs, reviews, and maintains rigorous academic programs. The oversight of academic programs and the authority over course and programmatic rigor is a product of the process to propose, review and approve both courses and programs. WVU's Course Inventory Management (CIM) system has [specific, multi-stage workflows](#) that involve the following levels of review and approval:

- Relevant department or division

- Relevant college or school committee
- Relevant college or school dean
- Relevant associate provost for academic affairs
- Faculty Senate Curriculum Committee (FSCC) for undergraduate matters or Graduate Council for graduate matters
- Faculty Senate

CIM reviews support the following curricular matters:

- Course proposal or change
- Addition of courses to the General Education Foundations (GEF) Program
- Proposal, change, or discontinuance of any of the following:
  - Degree program
  - Major
  - Certificate
  - Minor
  - Area of emphasis

The [FSCC Handbook](#) contains instructions detailing its review processes for each of the above curricular matters.

[Meeting minutes](#) and the [FSCC website](#) show the involvement of faculty members across the institution in that committee as well as the actions it routinely oversees. Meeting minutes from the [Graduate Council](#) and the full [Faculty Senate](#) likewise show inclusive membership, execution of policy, and oversight of the process.

[CIM](#) has a field for pre- and co-requisites that are determined by the departments proposing or changing a course. Prerequisites are indicated for each course in the WVU Undergraduate and Graduate [Catalogs](#) and are enforced through BANNER software by the Office of the University Registrar. WVU's [Syllabus Builder](#) has a field for clearly stating course prerequisites and the internal, course-level [Quality Matters](#) (QM) reviews also examine course materials to ensure clear statement of prerequisites. Students and academic advisers are able to [manage prerequisites](#) when developing both long-term academic plans, degree progress and semester course schedules through DegreeWorks.

The rigor of courses is ensured by the above processes, which also require that all new course proposals are accompanied by a [syllabus template](#) that includes detailed information about instructional materials, course learning objectives, course activities, assignments, assessment and grading practices, and course and institutional policies. These syllabi are evaluated by the FSCC's [rubric](#). [Beginning in fall 2017](#), the FSCC partnered with WVU's internal QM review team to conduct [more detailed reviews](#) of new courses that were proposed in advance of new academic programs or majors. The [CIM system](#) also has a place to keep sample syllabi for institutional archival and review.

[Expectations for student learning](#) are articulated for all degree programs in the [Catalog](#). Degree programs and the corresponding faculty that are responsible for the proposal of

those programs, their curriculum, and their administrative oversight are the foremost authority for ensuring course-level academic rigor; faculty have full academic freedom in determining how best to meet course-level learning objectives as well as what learning activities and assessments they use. Programs, academic units, and faculty receive regular feedback about courses through the process described above and about programs through the program review process detailed in 4.A and the assessment processes described in 4.B, all of which are aimed at ensuring that rigorous outcomes are assessed and maintained.

The course harmonization process described in 3.A.3 was instrumental in facilitating faculty consensus across locations on course rigor, learning outcomes, and content.

WVU's internal QM review process provides review of course design (regardless of modality) including the rigor of course outcomes and alignment of those outcomes with course learning activities and assessments. To date, more than [150 courses](#) have gone through this voluntary review process, including [25 in 2017](#).

WVU also tracks pass rates on licensure rates in relevant degree programs with specialized accreditation as another method of oversight for course rigor and expectations of learning.

- College of Law graduates had a [92% pass rate](#) on a bar examination during the two years after AY 2012-13 and AY 2013-14
- The College of Education and Human Services monitors the pass rates of all programs that use [PRAXIS](#)
- Many of the professional programs, both undergraduate and graduate, at the Health Sciences Center track [national licensures](#)
- As reported in the 2016 HLC Interim Report, pass rates for the [NCLEX in Nursing](#) at WVU Beckley had improved 94% (17 out of 18 passing); for calendar year 2017, pass rates were 93% (15 of 16 passing).

Per the 2016 HLC Interim Report, a full report on the improvements to the nursing program at WVU Beckley is available [here](#).

As described in 3.C, WVU has [policies](#) and processes that ensure the qualifications of all its instructors, including [adjunct faculty](#).

Deans, department and division chairs, and faculty, share early input into establishing academic credentials through the hiring process and as they determine the qualifications required for open positions.

WVU's Office of Graduate Education and Life has [graduate faculty guidelines](#) for ensuring that faculty who teach graduate-level courses and direct independent research and creative activity are evaluated within their college or school.

The High School ACCESS Early College Program ensures that WVU Morgantown's dual credit courses or programs for high school students are equivalent in rigor and levels of achievement to its higher education curriculum with [memorandums of understanding](#)



ensuring that all dual credit courses have the same student learning outcomes, use the same syllabi as on-campus courses, and have many of the same learning activities, assignments, assessments, and access to equipment and technology. WVU's harmonization effort included dual credit courses (see 3.A.3). Additionally, all of WVU Morgantown's courses for high school students have WVU faculty as the instructor of record.

WVU did [apply](#) for and was granted an [extension](#) from the HLC regarding dual credit faculty credentials. See 3.C.2 for more on WVU's progress toward meeting faculty credential expectations for dual credit instructors at WVU Keyser and WVU Beckley.

WVU Beckley's Early Enrollment and WVU Keyser's Early Start programs have begun a similar approach to ACCESS at WVU Morgantown by having all instructors of [ENGL 101](#) and [102](#) use common syllabi that guarantee the same learning outcomes and assessments.

#### 4.A.5

Each of the schools and colleges at WVU Morgantown maintains [specialized accreditation](#) through various agencies as appropriate. In some instances, the specialized accreditation is attached to a particular program, while in other instances the specialized accreditation is attached to a larger academic unit. Specialized accreditation is also maintained for select programs at WVU Beckley; WVU Keyser has no specially accredited programs at this time. Currently, WVU offers 194 programs, including 39 medical and dental residency programs, that have earned 199 specialized accreditations.

The need to seek or continue specialized accreditation is based on faculty review, annual program assessment, and the institution's program review. Decisions about specialized accreditation are made by evaluating the benefits to student outcomes and program quality in general.

When necessary, WVU also dedicates resources to colleges, schools, and programs that are seeking specialized accreditation or reaccreditation, or when areas of weakness identified by their accrediting bodies must be remedied.

One such example is found in the [February 2016 Interim Report](#) to the HLC and the [HLC's response](#) detail the institution's successful response to first-time Nursing pass rates for the WVU Beckley Nursing Program. Since then, [NCLEX pass rates at WVU Beckley](#) have further improved from 94% to 100% thus far in the 2017 calendar year.

Another example is how the School of Public Health sought and was [awarded accreditation](#) for the entire school by the Council on Education for Public Health (CEPH) in 2015; at that time, all of the school's existing programs were already accredited by CEPH.

Even more recently, WVU Morgantown's Biochemistry program applied for and was [awarded full accreditation](#) with the American Society for Biochemistry and Molecular Biology.

## 4.A.6

WVU employs several methods that evaluate its graduates' success.

As part of WVU's [program review](#), academic programs report [available information](#) on students after they have completed the program, including but not limited to information on job placement, acceptance into graduate programs, graduate/alumni surveys, and employer satisfaction surveys.

The Persistence and Completion Council (PCC) (see 4.C) has college-level [student-success plans](#) for all WVU Morgantown colleges. These plans include annual benchmarking and reporting of college-level completion rates, as well as developing action plans aimed at increasing completion rates.

Many of WVU Morgantown's specially accredited programs require annual reporting that include information on student success, such as completion rates, licensure pass rates, and placement (see 4.A.4 for licensure rates). Some examples include the [Schools of Public Health](#), [Dentistry](#) and [Medicine](#) and the College of [Education](#) and Human Services.

[Career Services surveys](#) all students who earn their undergraduate degree at WVU. In May 2017, 2,836 graduates received the survey with 957 responses (33.74%). 65% of those who responded indicated placement in either a job or graduate school.

In fall 2017, WVU announced that it will be participating as an affiliate partner with the Council of Graduate Schools to [gather and use data about the careers of Ph.D. students and alumni](#). The broad-based survey will collect data about Ph.D. careers in both STEM and humanities fields and is funded by the National Science Foundation and the Andrew W. Mellon Foundation. The resulting data will allow WVU to analyze Ph.D. career preferences and outcomes at the program level and help faculty and university leaders strengthen career services, professional development opportunities, and mentoring in doctoral programs. WVU will also be able to use the data to communicate the career trajectories of Ph.D. alumni to current and prospective students, helping them to make more informed selections of Ph.D. programs.

## 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Argument

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### 4.B.1

WVU has effective, systematic processes which are dedicated to the assessment of student learning and to the achievement of published learning outcomes. Those processes begin with the establishment of learning outcomes, alignment of assessment activities with those outcomes, organized data collection, analysis, and program responses aimed at continuous improvement. These processes apply at both the course and program levels, and evidence is used to inform course and program decisions. WVU is a decentralized institution, and its assessment processes and practices reflect that aspect of its culture.

The HLC's [2014 comprehensive visit](#) included the specific action of developing "a realistic assignment of duties for a director of assessment." The [2016 Interim Report](#) detailed the creation of that position and, in June 2016, a [Director of Academic Excellence and Assessment](#) (DoAE&A) was hired. That position was placed within the [Teaching and Learning Commons](#) (TLC) to facilitate a more collaborative, faculty-centered approach to assessment at the institution. In fall 2017, a new position, the [Associate Director of Assessment and Quality Assurance](#), was created to further support institutional assessment.

All academic programs at WVU are required to clearly state and publish their intended learning outcomes in the [Catalog](#). The clarity, measurability and currency of the outcomes as well as programs' processes for assessment of student learning for those outcomes are reviewed regularly as part of [program review](#).

All new academic programs and courses are evaluated by the policy and process described in 3.A.3, involving department chairs and department or program curriculum committees, college or school deans and college curriculum committees, Associate Provosts for Graduate

and/or Undergraduate Academic Affairs, FSCC, Graduate Council, Faculty Senate Executive Committee, Faculty Senate, BOG, and HEPC. As part of that process, program learning outcomes are evaluated per guidance provided by the [FSCC](#) and the [TLC](#).

All courses are required to include their course learning objectives in their syllabi, as well as keep a sample syllabus with those objectives listed in the [CIM](#) system. Both FSCC and the Faculty Senate GEF Committee have course review processes and procedures that ensure courses cannot be designed, approved, added to curriculum, or offered without having appropriate course level outcomes.

[Syllabus Builder](#) is the primary tool used to develop new courses, and it has a section dedicated to the development of course learning outcomes. See 4.A.4 for evidence of the FSCC/TLC process using Syllabus Builder to evaluate new courses, which not only evaluates a proposed course's learning outcomes but also the outcomes' alignment with course materials, learning activities and assessments.

QM is WVU's internal review process for evaluating the design of its online and, in some instances, face-to-face courses; its [rubric](#) has a section that reviews course-level learning outcomes and alignment with course materials, learning activities and assessments. Similarly, iDesign, the TLC's instructional design unit, has a [Course Checklist](#) that it uses when designing courses to ensure the presence and quality of course learning outcomes, as well as their alignment with course materials, learning activities, and assessments.

The University Assessment Council (UAC), chaired by the DoAE&A, has an [assessment plan template and report guide](#) and a [curriculum map and guide](#) to aid in the systematic assessment of student learning outcomes across all campuses, locations, and modes of delivery. Examples of how departments have used the UAC assessment plans are available [here](#). The UAC meets monthly to ensure oversight of these and other assessment policies, procedures, support structures and resources: [agendas minutes](#). A [UAC website](#) regularly posts updated assessment-related news and initiatives, allows for open review and comment on UAC projects, and posts meeting agendas and minutes. Additionally, there is a biannual [Assessment News Blast](#) that keeps [relevant university administrators and faculty](#) informed about assessment activities and initiatives.

The TLC provides [support services and professional development](#) around course and program level assessment activities.

Programs that have specialized accreditation are required to follow assessment policies, procedures, and practices to ensure their continuing good standing with their accrediting body. All specially accredited programs are required to submit documentation detailing their current standing with their accrediting body in program review. Programs whose accrediting bodies have identified deficiencies in assessment are provided support by the DoAE&A.

For programs without specialized accreditation and those colleges with large populations of such unaccredited programs, most notably the Eberly College of Arts and Sciences, the use of Assessment Council materials in support of yearly assessment activities is encouraged.

The College of Arts and Sciences, which has a long tradition of the use of its own [annual assessment reports](#), has partnered with the DoAE&A to provide additional feedback and support to its programs.

The GEF program was implemented in fall 2016; that same academic year an assessment plan for the GEF was developed and piloted under the supervision of the DoAE&A. Assessment of student learning for the GEF learning outcomes began in a [pilot](#) that was completed over the course of the 2016-17 academic year and launched into the regular assessment plan in AY 2017-18 and was intended to cover the range of GEF offerings, learning outcomes, and areas across the institution.

A \$6,000 [grant from HEPC](#) supports faculty in the GEF Committee who perform the collection, scoring, analysis, and discussion of the GEF's assessment data. For results of the GEF assessment pilot, see 4.B.2. For more on the GEF itself, see 3.B. Results of GEF assessment and their impact upon the GEF itself can be found in 4.B.3.

All courses have an available eCampus (WVU's learning management system through Blackboard) course shell. In spring 2017, a pilot was conducted to evaluate the potential use of the [Goals tool](#) within that learning management system to support assessment activities at all locations and for all methods of delivery. That pilot was concerned with [evaluating the use of the Goals tool](#) to generate semester-by-semester coverage reports that would document that actual kinds of assessments used in particular courses aligned with program outcomes as well as the course-level performance data that was directly aligned with program outcomes via the Goals tool.

WVU uses a standardized, end-of-course, [electronic student-evaluation-of-instruction](#) (eSEI) that specifically asks students whether or not "course materials were useful to course objectives" in order to ensure both that instructors are discussing course objectives with their students as well as supporting student achievement of those objectives with relevant course materials. [eSEI reports](#) are provided to instructors, department chairs and deans. More on WVU's eSEI can be found in 3.B and 3.C.

## 4.B.2

WVU has systematic processes in place for the direct and indirect assessment of its coverage of and achievement in student learning outcomes for both its curricular and co-curricular programs. These processes apply to all modalities and locations.

The GEF Program was implemented in fall 2016 and was accompanied by an [assessment pilot](#) that evaluated a method for delivering direct assessment of the GEF's learning outcomes; the results of that pilot found that the current method for scoring norming across a wide range of faculty raters was effective. It also gathered a set of direct assessment data for a range of GEF learning outcomes taken from the participation of the [College of Creative Arts](#) and [WVU Keyser](#). In AY 2016-17, GEF assessment at WVU Keyser was performed around

one GEF learning outcome and three of its related competencies, specifically critical thinking, inquiry and analysis, and written communication.

AY 2017-18 began the formal GEF assessment plan by assessing GEF Area 1 across all locations and modalities. The [GEF Transition Report](#) examined the structure of the GEF and its ability to cover the learning outcomes, and has identified several areas of concern that the GEF Committee has been tasked with addressing over AY 2017-18.

Academic programs are encouraged to develop their own assessment plans and practices in alignment with best practices put forward by the UAC, incorporating formative and summative as well as direct and indirect measures of student learning. BOG program review ensures that programs have designed their assessment plans, implemented their practices, and can demonstrate evidence of assessment activities as well as of how those assessment activities led to programmatic and curricular change.

Most importantly, program review also asks how programs disseminate the results of their assessment activities to the faculty and then how those discussions lead to actions that support the continuous improvement of the program. Here are several [program reviews](#) where assessment (as well as the review as a whole) was acceptable and did not result in any further follow-up. Here are several where [assessment was not acceptable](#) and resulted in follow-up reports that detailed how the program would remedy the issues. Here is an example of the [follow-up assessment work and reporting](#) done in response.

Programs with specialized accreditation are also expected to conduct assessment activities in accordance with the guidance provided by their accrediting body; here are [several examples](#). Beginning in fall 2016, WVU's College of Law developed [student learning outcomes](#) and a [curriculum map](#) as part of implementing assessment of student learning in response to changes to the accreditation standards put forward by the American Bar Association (ABA). Those practices have been implemented in AY 2017-18. The intercollegiate Biochemistry Program has completed [application for specialized accreditation](#) through the American Society for Biochemistry and Molecular Biology, which included assessment planning and curriculum mapping.

Furthermore, colleges, schools, programs, departments, and other academic and co-curricular units may have their own annual assessment activities.

The College of Arts and Sciences requires an [annual assessment report](#) from all its academic departments, regardless of program accreditation within those departments.

The College of Creative Arts (CCA) has taken its long-standing assessment of general education within the college and made it the foundation of its own yearly assessment practices. In [fall 2017](#), the CCA invited the DoAE&A to begin working with its faculty to address the [scoring issues](#) that were found: faculty had been conflating course assessment with program assessment and weren't producing data that was useful at the program or college level. [Additional plans](#) will address the need to extend the assessment from the CCA's core courses to all of its upper divisional courses as well as modify the [data collection](#)



[instrument](#). Assessment results from [fall 2017](#) suggest that the college as a whole has made improvements in its scoring, with the School of Music producing valid data that is ready for further assessment and action. Further training will be provided to the School of Theater and Dance.

In fall 2016, the Faculty Senate Teaching and Assessment Committee revised WVU's electronic student evaluation of instruction instrument (eSEI) as a result of poor completion rates, which were potentially due to the length of the instrument. The previous standard eSEI had 23 questions of which two were qualitative; the [new instrument](#) has nine, of which two are qualitative.

## Co-Curricular Assessment

The [Student Life Office of Assessment and Student Success Programs](#) is primarily responsible for the assessment of WVU's co-curricular programming and is managed by the Student Life Director of Assessment. The [Student Life Assessment Initiative](#) revolves around the following seven-stage assessment cycle:

- Stage 1 – Set assessment goals
- Stage 2 – Identify measurable outcomes
- Stage 3 – Identify evaluation strategies
- Stage 4 – Plan to disseminate results
- Stage 5 – Summarize results
- Stage 6 – Describe results
- Stage 7 – Take action

Units within Student Life submit yearly assessment plans and summary reports; both the [plan](#) and [report](#) have a required template as well as [instructions](#) and [protocol](#). Completed plans must consist of at least three goals and include both learning and operational outcomes.

Individual units hold annual meetings with the Student Life Director of Assessment to review and discuss annual assessment [findings](#) and initiatives that spring from the unit's [annual assessment retreat](#).

WVU's [Pre-Health Professional Development Office](#) is a co-curricular program that practices regular assessment of its services and curriculum. The Pre-Health Office delivers [seminars](#), [mock interviewing](#), feedback about students' [personal statements](#) (a key and often difficult piece of the application process to advanced medical studies), and personal guidance on writing the [committee letter](#), another crucial piece of the application process. Each of these services are [assessed](#) so that assessment data can be used to support continuous improvement efforts within Pre-Health.

Other [co-curricular programs](#), like [Adventure WV](#) (see 3.E.2 and 5.D.1), have partnered with Institutional Research to assess their impact on participating students, with particular emphasis on their impact on participating students' retention.



WVU Library faculty perform a variety of assessments on their services. Instruction methods encompass informal and spontaneous approaches, such as reference assistance and consultations, as well as planned sessions and classes. Librarians providing classroom-based instructional support are encouraged to collaborate and communicate with faculty members regarding learning objectives for each session, recommended student learning outcome criteria (by student rank) have been formulated and [assessment](#) is conducted for those classroom-based sessions. WVU Libraries Teaching and Learning initiatives encourage the development of information-literate students through [regular assessment of student learning outcomes](#) in credit and non-credit instruction and evaluation of the effectiveness of courses and programs.

### 4.B.3

Previous sections have evidenced that assessment practices at WVU, whether in support of yearly assessment reports, program review, specialized accreditation or co-curricular assessment, have formal components that request that academic units participate in an assessment cycle that discusses assessment information, develops action plans aimed at the continuous improvement of student learning, and then follows up with those action plans to determine the result and identify any potential next steps.

The University Assessment Council, through guidance in its [assessment plan template](#), and the Graduate and Undergraduate Councils through [program review](#), specifically encourage academic units to use assessment data to improve the following specific areas, all with the ultimate goal of improving student learning: assessment planning and practices and curriculum.

Assessment changes related to planning are typically a result of an academic unit's inability to either implement or sustain assessment. Planning changes are the simplest changes that result from assessment as they typically address the basic elements of assessment, like learning outcomes or curriculum maps.

Programs [revise their learning outcomes](#) based upon past assessment data (or the lack thereof) that indicated previous iterations of the outcomes weren't measurable or leading to usable results. [Developing a curriculum map](#) is another frequent action that results from programs having consistently struggled with sustaining their assessment activity.

In 2016, the ABA changed its accrediting standards to include the adoption of learning outcomes and the assessment of student learning for those outcomes. The College of Law has begun the assessment planning process and thus far developed a set of [collegewide learning outcomes](#) and a [curriculum map](#). AY 2017-18 saw the assessment plan implemented, with the college assessing its written communication skills. The college has also completed an initial [coverage assessment](#) that matched particular outcomes to the types of assessment being performed for that outcome (formative, summative and diagnostic).

As a result of [program reviews](#) performed in AY 2015-16 that showed a collegewide deficiency in assessment, the Davis College of Agriculture, Natural Resources and Design undertook a [collegewide effort in partnership with the DoAE&A](#) to help develop and sustain its assessment practices. Beyond individual meetings with each of the college's division chairs, [two workshops](#) were held dedicated to assessment planning and curriculum mapping and have resulted in several programs revising their [learning outcomes](#), creating [curriculum maps](#), and revising their [assessment plans](#) for implementation in AY 2017-18. In fall 2017, the college began designing an annual reporting system (modeled on that of the Eberly College of Arts and Sciences) that would provide formalized feedback to the programs about their assessment.

As part of their specialized accreditation reviews with the Accreditation Board for Engineering and Technology (ABET), [programs in the Statler College of Engineering and Mineral Resources](#) were found to have weaknesses with their learning outcomes and their assessment practices, particularly with using assessment to generate continuous program improvement. Those issues have since either [been resolved or are in the process of being resolved](#).

Beginning in fall 2016, the GEF program has used [assessment data](#) that maps outcome coverage to GEF area as well as course enrollment, section offerings, and fill rates in order to address several challenges:

1. Adequate coverage of all GEF learning outcomes in the GEF as a whole
2. Likelihood of a student being exposed to all of the GEF learning outcomes when analyzed by GEF area
3. Feasibility of meaningfully assessing such a large number of wide ranging course offerings

Based on findings that showed that the GEF could not reasonably expect students to be exposed to even 50% of its original learning outcomes, in AY 2017-18, the GEF decided to:

1. Approve a [moratorium on any new GEF courses](#) starting in [August 2017](#) until the issue was resolved
2. Reconsider the number of learning outcomes associated with the GEF Program
3. Make particular GEF areas mandatorily aligned with a particular subset GEF learning outcome(s)
4. Consider reducing the number of courses associated with the GEF

In October 2017, the GEF approved an extensive redesign of its assessment plan that includes the reduction of guaranteed learning outcomes to four as well as the required alignment of learning outcomes within GEF areas dedicated to Composition and Rhetoric, Science and Technology, and Mathematics and Quantitative Skills. The remaining GEF areas will be assessed for a variety of potential learning outcomes as identified in the [GEF Transition Report](#).

Initial assessment of [GEF course performance](#) was completed in fall 2017 for use by the GEF in spring 2018 in choosing which courses to eliminate from the GEF.

Academic units with mature assessment plans and practices apply their assessment results to making curricular and programmatic change, both at the course and program levels and then to reassess those changes when appropriate to determine the effectiveness of those changes.

At WVU Morgantown, [data gathered during the harmonization process](#) for Math 122, WVU's second-level math course (one below algebra), led to the revision of how students were permitted to place into the course. Of all students failing MATH 122 at midterm, *all* of those students had been placed into that course via methods outside of the preferred proctored ALEKS test. Beginning in AY 2017-18, students will only be able to place into MATH 122 via proctored ALEKS tests.

In AY 2016-17 at WVU Morgantown, as part of the Biology department's [annual assessment](#), it completed a [programmatic review of written communication skills](#). The data specified [areas of weakness which are now being addressed at various points earlier in the curriculum](#). A reassessment of these skills will be performed in AY 2019-20 (two years after implementation) to determine the effect of these changes.

The School of Pharmacy recently used assessment data from several sources, including [surveys](#), [national licensing exams](#), course embedded assessments, exam question tagging, [portfolios](#), and [experiential rotation evaluations](#) to identify the need for and [develop a new curriculum](#), which began in fall 2015.

In spring 2017, the Honors College used a [qualitative analysis](#) of a 10-year plus sample of reflective essays produced by graduating seniors to [revise its mission and values](#).

The Biology department at WVU Beckley [addressed longitudinal low performance in research and laboratory skills](#) in their capstone course by developing [BIOL 225, Biology Methods](#), which focuses on giving students dedicated time to learn and practice scientific methodology, research, and lab skills.

Changes to the Master's in Business Administration curriculum in AY 2012-13 have since been [reassessed](#) and found to have been effective in increasing student performance in the targeted outcomes.

### **Co-Curricular Assessment**

Student Life likewise encourages all its co-curricular assessment reports to include what action was taken as a result of the assessment. Based on a series of [focus groups](#), Student Life has since modified Resident Assistant (RA) [training](#) to establish new objectives and shorten its length, revise the [RA job description](#), and now has plans to perform a [formative assessment](#) immediately following the training. The [Hours of Visitation policy](#), part of WVU's Community Standards of Conduct code, was also revised as a result of [assessment](#).

Academic advising assessment conducted through the University's participation in the Education Advisory Board's Student Success Collaborative used [data](#) about past students' performance and current students' behavior to make changes that promote student success. For example, the Reed College of Media changed its [recommended plan of study for Journalism](#) based on student success in particular courses. Psychology 101 is now recommended to be taken in the second semester of the freshman year rather than the first. Journalism 225 is now recommended in the first semester of the sophomore year rather than the second semester of the freshman year.

In response to [assessment that showed its positive impact on retention and completion](#), [Adventure WV](#) was [expanded](#) with [additional resources](#) for infrastructure, personnel and trip subsidies and scholarships in 2016 so that it could offer 1,000 participant spots in summer 2017.

#### 4.B.4

WVU's assessment policies, processes, and methodologies reflect national best practices. In 2016, representatives from Morgantown, Keyser and Beckley participated in the [HLC's 2016 Strategic Assessment Workshop](#), an experience that led to the harmonization initiative discussed in 3.A.3. These best practices also include the assessment policies and practices of programs with specialized accreditation.

Faculty and instructional staff are foundational to WVU's assessment practices and are involved with the design, implementation, oversight and execution of both programmatic and course-level assessment. To ensure shared governance of systematic assessment policies and processes, the UAC includes [members](#) from the Provost's Office, Student Life, associate deans from a range of colleges, members from Libraries, faculty senators and Faculty Senate committee chairs, as well as other key faculty and staff from around the WVU System, including representation from WVU Keyser and WVU Beckley.

The DoAE&A was placed within the [TLC](#) to promote assessment as a collaborative effort between faculty, programs and the DoAE&A. In fall 2017, the decision was made to hire an [Associate Director of Assessment](#) (also within the TLC) to extend the institution's ability to provide dedicated support to faculty in their course and program-level assessment and to allow for the placement of the DoAE&A within the Provost's Office.

Three main Faculty Senate committees, the [GEF committee](#), the [Teaching and Assessment Committee](#), and the [FSCC](#), hold regular meetings at which assessment is discussed and addressed, and all have partnerships with the DoAE&A to facilitate and coordinate assessment within their areas of operation, which represent substantial portions of the university's curriculum and assessment practices. In fall 2017, the Teaching and Assessment Committee began the process to be [re-chartered](#) to expand its operations and service to the university.

QM, WVU's internal review framework for evaluating the quality of instructional design across modalities, has also changed from a top-down, administratively driven approach to a [collaborative, program-owned model](#). In this model, programs are able to adapt the prereview checklist and the review [rubric](#) to reflect the program's priorities, as well as construct the review teams who will perform their internal reviews. Staff in the TLC review the revised materials and oversee the internal reviews to ensure that they remain within the institution's best practices.

## 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Argument

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### 4.C.1

In keeping with WVU's decentralized nature, WVU approaches its goals for student retention and completion at the college level. The [Persistence and Completion Council](#) (PCC) has defined benchmarks for retention and completion rates for all of WVU's colleges and locations. Those benchmarks and the colleges' progress toward meeting them are collected in [annual student success plans](#).

Beyond those college-level targets, the President has charged the university with meeting an aspirational first-to-second year retention rate of 90%, and the institution has responded by working toward a 1% retention increase per year. So far, WVU Morgantown has seen a [continual increase](#) in its retention since 2014. The first-year retention rate for the fall 2016 freshmen cohort was 79.6%, which was up slightly from the fall 2015 freshmen class at 79.3%.

Through the attention to college-level completion, WVU aspires to an overall .5% annual increase in both its four and six-year undergraduate completion rates; it does not have a set completion target for the institution. [Four-year and six-year completion rates at WVU Morgantown](#) have held more or less steady with the exception of the 2011 four-year cohort, which was about 3% above normal.

[Student outcomes](#) (completion and retention) for all three locations are tracked centrally through WVU Morgantown's Institutional Research.

Institutional goals for retention, completion and degree production and the accompanying data about WVU's progress to meet those goals are both reviewed for their appropriateness to the mission and WVU's various student populations by the BOG, campus presidents, provost's offices, offices of institutional research, and the Persistence and Completion Council, where applicable.

#### 4.C.2

WVU collects and analyzes information on student retention, persistence and completion of programs in a variety of ways.

Each year, WVU produces a comprehensive fall-to-fall [student outcome](#) analysis for each campus and makes it available to decision-makers. In addition, customized analyses can be completed on an ad-hoc basis for other demographic populations, for example, [retention by residence hall](#). There is also a Student Retention and Graduation Rate report on the [Institutional Research website](#), as well as the institution's [Common Data Set](#), which includes information on student retention, persistence and completion.

As the result of the work and recommendation of the [retention transformation team](#), in spring 2017 WVU held its first [retention summit](#). The college deans (including representatives from WVU Keyser and WVU Beckley) were presented with a [detailed breakdown](#) of their college's retention data, as well as institutional benchmarks. This summit also marked the formal launch of the PCC, which will centralize and systematize the university's efforts to bolster and support student success, from enrollment to graduation. In fall 2017, the PCC began to collect college-level student success plans (see above), which include five-year trends and goals for both retention and completion, as well as each college's specific action plans to address those trends and meet their target goals.

WVU program review provides programs [five-year trend data](#) on student enrollment and graduation history and has sections dedicated to addressing those trends and reviewing completion data, including rates and time-to-completion. Beginning in AY 2018-19, programs will also receive five-year trend data on their program continuance, a fall-to-fall measure of returning students (not counting completers).

WVU also uses the Student Success Collaborative, an advising platform that also presents institutional data on student success, including institutional, collegiate and program-level data on [completion](#), [predictor courses](#), and data on when and where students move within the institution [between colleges and major](#) and how well those students complete in their next major.

Finally, WVU Morgantown has been a member of the Consortium for Student Retention Data Exchange for over 10 years. This [information](#) is shared annually with the university



community. This information can also be disaggregated into meaningful subpopulations for analysis.

### 4.C.3

WVU has taken a number of initiatives to increase retention and degree completion. In 2015, as a response to institutional data as presented in 4.C.2, WVU responded with the following:

- Centralizing WVU's [tutoring](#).
- Reorganizing undergraduate advising, including the formation of the [Academic Advising Council](#).
- Designing [Welcome Week](#) with a schedule that includes outdoor adventure or experiential learning programs, service learning, academic orientation, food and music. These activities are designed to connect students to the university and to engage in service to West Virginia communities. The college-based academic sessions also allow students to meet with faculty and advisers in their college.
- Revising WVU's [freshman seminar course](#) around key learning outcomes that promoted academic success. This revision also allowed for colleges to design a more personalized experience that could be used both for freshmen arriving on campus who were admitted as major-specific students as well as a version for undecided students. WVU extends the offer of its first-year seminar course to students transferring into the institution with fewer than 30 credit hours.

These efforts were extended in 2016 with the launch of the [Student Support Services](#) office and the Persistence and Completion Council (PCC). See 3.D for more on the particular offices and initiatives mentioned above.

In AY 2017-18, in response to [data](#) that showed the impact that raising the GPA that leads to academic suspension to 2.0 could potentially have on retention, WVU began developing a [contractual readmission program](#) for implementation in AY 2018-19.

The [Center for Learning, Advising and Student Success](#) (CLASS) was formed in fall 2015 to address the needs of first-time freshmen, first-time transfers, and internal transfers who are undecided on major or not eligible for direct admission to a respective college or school. CLASS employs 11 professional advisers who advise students on the following [academic pathways](#):

- Agriculture and Natural Sciences
- Behavioral and Social Sciences
- Business and Communications
- Exploratory (Undecided)
- Healthcare
- Liberal Arts
- STEM
- Visual and Performing Arts

Although students have a pre-major designation, they are assigned to advisers who specialize in a pathway that houses the student's desired major as well as parallel majors. CLASS provides information to students that will assist them in retaining and completing *at the university*, not just within a particular major.

Each college at WVU's spring 2017 retention summit used the data they were presented to develop one retention or completion strategy for implementation in AY 2017-18. The PCC collected those strategies and incorporated them into the colleges' success plans (see above), alongside enrollment outcomes established by the Enrollment Management Office and persistence and completion strategies to formulate that college's baseline College Enrollment and Student Success plan. Those plans will be collected and evaluated annually to measure not just the enrollment, persistence and completion data but also the impact of each college's retention or completion strategy.

Both the Reed [College of Media](#) and the Statler [College of Engineering and Mineral Resources](#) presented their own ongoing, effective college-level retention initiatives at the 2017 retention summit that were developed in response to collegiate retention data and have resulted in sustained positive increases to collegiate retention.

#### 4.C.4

WVU uses [IPEDS](#) definitions of retention and graduation rates and its methodology for tracking and reporting them. WVU [independently measures](#) and reports retention and graduation rates for WVU Morgantown, WVU Keyser, and WVU Beckley. The rates for WVU Morgantown include Health Sciences students and are unaffected by students who change colleges, schools, or majors within the campus. However, students who move between locations (Morgantown, Keyser, and Beckley) are not included in the institution's retention, persistence or completion rates. Data presented on cohort retention and graduation rates on the [Student Right to Know](#) website is taken from the institution's IPEDS reports.

Graduation rates for WVU Morgantown and WVU Beckley are calculated on four- and six-year time frames because the majority of students pursuing degrees at these institutions are bachelor's degree pursuant. Conversely, the graduation rates for WVU Keyser are calculated on two- and three-year time frames because its students are primarily associate's degree pursuant. These calculations are consistent with guidance from the U.S. Department of Education as of the institution's official fall reporting date, October 1.

WVU has also established an Undergraduate Comprehensive Graduation Rate, which is similar to the Voluntary System of Accountability's success rate in that this calculation follows the IPEDS methodology, but includes graduation from any institution rather than only the students graduating from the institution where the student began their academic career. The graduation data from other institutions is collected by the National Student Clearinghouse from participating institutions and can be provided upon request.

WVU also provides its data to HEPC to look at the rates of students who start at WVU but then graduate from any institution within the West Virginia higher education system. HEPC also submits WVU's data to the Southern Regional Education Board, which publishes rates based upon its own definitions and calculations.

# Criterion 5. Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

## 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Argument

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### 5.A.1

West Virginia University's (WVU's) educational program offerings and ability to maintain and strengthen those programs' future quality are firmly grounded in its mission, facilities master plan and annual budgets. Astute use of current resources, close monitoring of campus needs and resource usage over time and long-range planning ensure that WVU will fulfill its mission to provide high-quality educational opportunities to current and future students at all levels.

As WVU's resource base has [increased significantly over the past 10 years](#), the institution has made investments in its human capital, facilities and IT infrastructure to position itself for continued success in attracting students, providing a high-quality academic experience, and meeting the needs of the state.

WVU's bond ratings of A from [Standard & Poor's Ratings Services](#) and Aa3 from [Moody's Investors Service](#) were reaffirmed in the past year. Both ratings were given a stable outlook, which reflects WVU's capacity to plan, monitor and respond to its changing environment.

## Fiscal Resources

WVU's financial stability is further demonstrated by its maintenance of two "billion dollar" milestones over the past four years. Both total revenues and adjusted net position, [have exceeded \\$1 billion each year beginning with FY 2014](#). Since the end of FY 2013, total revenues have continued to grow [despite a \\$29.4 million decrease in state support](#).

While [financial statements](#) show losses before other revenues, expenses, gains or losses in each of the past four years, it is important to understand that a significant portion of the losses in each of those years is attributable to non-cash reporting based items. For example, although the university posted a \$33.9 million loss before capital related revenues in FY 2017, [\\$23.3 million](#) of that loss was attributable to items such as OPEB related accruals, amortization of donated software, depreciation on donated public/private assets, and unrealized investment losses. While these items must be accounted for, they are not items that are consuming cash resources like "true" expenses, such as payroll and supplies. Since the end of 2012, the university's [net position has increased by \\$205 million](#).

The impact of OPEB has suppressed both the balance sheet and net position. At June 30, 2017, WVU carried \$191.5 million in liabilities and \$18.1 million in expenses related to certain employees' ability to convert sick leave and/or teaching service into health insurance premiums after retirement. WVU has no control over these liabilities and expenses has been instructed by the state not to pay them. Since 2012, the state has taken [actions](#) to fund the liability that has accumulated over a period of time and limit its future liabilities for OPEB.

WVU's financial results directly impacted the university's composite financial index (CFI) score for FY 2017, which was 0.5. However, after accounting for the university's OPEB liability and other significant one-time financial events, WVU's CFI score [increases to 1.4](#). WVU and the West Virginia Higher Education Policy Commission (HEPC) have long maintained that the CFI scores for West Virginia institutions should be adjusted to account for OPEB liability that is carried on their books but recognized as an obligation of the state.

A difference between West Virginia and most other states is that the state does not routinely provide funding for campus maintenance or construction and renovation of existing facilities. Instead, the university is responsible for generating all funding for campus upkeep and improvement. The university's FY 2017 financial statements included almost [\\$762.5 million of liabilities related to capital projects funding](#).

Since 2013, tuition and fees revenues and grants and contracts revenues have grown by 14% and 10%, respectively. Through this same time period, the university's reliance on state appropriations has [declined from 21% to 16%](#).

WVU conducted a very successful fundraising campaign to raise \$1 billion by December 31, 2017. Through September 30, 2017, the campaign had exceeded its goal by raising \$1.15 billion since the campaign launch in June 2012. Fewer than 40 four-year public institutions have successfully conducted a \$1 billion fundraising campaign. Campaign donations have [established 774 student scholarships, 55 faculty chairs and professorships and 221 funds to support research efforts](#). In support of the campaign, WVU observed its first ever "Day of Giving," raising [over \\$2.9 million](#) for the university's highest priorities in 24 hours on November 8, 2017.

## Human Resources

The 2016-17 Integrated Postsecondary Education Data System (IPEDS) Human Resources reports show that WVU has [2,142 full-time instructional staff](#), [6,187 full-time non-instructional staff](#), [941 part-time staff](#) and [1,629 graduate assistants](#). The 2015-16 IPEDS [Fall Enrollment reports](#) list the student-to-faculty ratio of each campus as follows:

- WVU Morgantown – 19:1
- WVU Keyser – 21:1
- WVU Beckley – 11:1

Seventy-three percent of WVU's instructional faculty in non-Health Sciences disciplines are [either tenured or tenure-track](#). This percentage does not vary significantly among the campuses. The majority of the instructional faculty in the Health Sciences disciplines, 82.7%, are clinical track.

## Facilities

Prior to the implementation of the [2012 Campus Master Plan](#), WVU owned [511 buildings of approximately 12.3 million gross square feet of space](#). As of June 30, 2017, WVU owned [699 buildings of about 14.2 million gross square feet of space](#). This growth is attributable to the completion of the master plan, including [1.7 million gross square feet funded through public/private partnerships](#) and the purchase of the Beckley campus. The latter has become the home of the WVU Institute of Technology.

While the academic campuses in Morgantown, Beckley and Keyser are of critical importance, they only make up about [20% of WVU's land holdings](#). In addition to these campuses, WVU owns and operates multiple farms and maintains 8,790 acres of forest and 550 acres of property known as Jackson's Mill, the home of 4-H camping in West Virginia.

The university has recently completed its [2017 Facilities Master Planning Process Document: Update to the 2012 Campus Master Plan](#). This document outlines the process that the university will follow to develop its facilities over the next five years, including engagement of a financial adviser to assess its financial capacity to fund projects and elements of project scope and impact that must be addressed prior to approval by the BOG.

See 3.D.4 for more information on infrastructure and resources to support effective teaching and learning.

## Information Technology

### *Infrastructure*

[Internet access](#) is a mission-critical service. WVU maintains [redundant 10 Gbps Internet connections](#) delivered by two different providers. Each internet connection is terminated at a different site on WVU's core network to provide geographic redundancy ensuring continuity of service if one location or service provider is unavailable. Wi-fi service, including eduroam and a guest network, is available throughout most of WVU's locations to support students' academic and entertainment needs.

### *Academic Computing Resources*

WVU maintains two [High Performance Computing \(HPC\) clusters](#). WVU's oldest HPC cluster is a 384-core system. WVU's newer HPC system is a 3,064-core heterogeneous high-density computing cluster based on Intel processors. It follows a condo model where faculty members can purchase direct access to nodes on the cluster making them part owners of the cluster. The WVU research community, as well as others from higher education institutions in West Virginia, may use the older cluster and 848 cores of the new system at no cost.

WVU maintains a 10 Gbps connection to Internet2, and WVU Morgantown has a 10 Gbps science DMZ, funded by a \$486,897 NSF grant, for research computing needs. Two data transfer nodes support high-speed data transfers to and from the newer HPC. Encrypted storage is also available for sensitive information requiring encryption for data at rest.

Most students interact with the university's learning management system, built by Blackboard. It is used for online and face-to-face courses at all WVU campuses.

Classroom technology at WVU Morgantown includes [over 130 high-tech classrooms](#) equipped with multiple technologies to enhance curriculum delivery. WVU Beckley has 34 classrooms with projectors and input panels, and WVU Keyser has 33 smart classrooms.

### *Administrative Computing Resources*

WVU strategically focuses its IT resources to enable transformative business process change. Many of the successes discussed throughout Criterion 5 were made possible by implementing technology solutions to improve efficiency and customer service. These include implementation of:

- DegreeWorks and Schedule Builder (see 5.C.5)
- Taleo to streamline talent acquisition (see 5.A.4)



- SciQuest to enable Mountaineer Marketplace (see 5.D.2)

### *Systems*

The university maintains [numerous systems](#) to support its academic delivery, research productivity, and business operations. The systems range from enterprise resource planning systems such as its student and financial systems to software to operate parking gates and building locks to desktop anti-virus protection.

### *Security*

Securing the university's information and technology resources is paramount to supporting operations and protecting the privacy of employees and students. WVU uses redundant, next-generation firewalls from market leader Palo Alto Networks to secure its network borders and datacenters and [detect](#) and block malicious activity. Anti-virus protection is managed centrally across 15,000 computers systemwide, allowing Information Security Services to monitor protection status and rapidly deploy updates if needed. From July 2017 to September 2017, on average 32,000 files containing malicious software were deleted, 4,500 files were quarantined and 900 phishing URLs were blocked each month.

WVU holds a \$10 million cyber liability insurance policy to mitigate the university's financial risk in the event of a serious security incident. A [privacy policy](#) establishes appropriate actions to protect the privacy of individuals whose personal data is collected or obtained by WVU.

## **5.A.2**

WVU makes no elective resource allocations or revenue disbursements to a superordinate entity. However, the university is required to transfer approximately \$13.5 million annually to HEPC. Of that amount, [\\$10.8 million is for debt related payments and \\$2.8 million funds programming](#). This amounts to approximately 1.3% of WVU's total revenue. The transfer in support of programming is expected to expire in FY 2019 as a result of recent legislation. The debt associated with the debt service portion of the transfer will be retired in 2031.

## **5.A.3**

The actualization of WVU's mission statement demonstrates that its goals are realistic given its organization, resources and opportunities. Investments in new strategic activities are considered in light of not only the resources of the institution proper but also its affiliated entities that share and support the mission and values of the university. WVU's mission statement serves as the touchstone for all university initiatives and endeavors.

WVU has invested significant resources in programs and initiatives to advance its mission and deliver on its promise to improve the lives of all West Virginians through education, healthcare, research, prosperity, and transformation.

## Education

The university's investment in new academic facilities since 2012 exhibits its commitment to and ability to deliver on its promise to provide access and educational opportunity. Its land-grant roots are clearly evident in the new Agricultural Sciences and Advanced Engineering Research buildings. Other major academic building projects completed within the past four years include the Health and Education Building, the Art Museum and the expansion and renovation of the College of Law. Since 2012, almost \$231 million has been spent on construction and renovation of [academic facilities](#).

Despite financial challenges presented by declining state support since 2013, WVU's expenditures in direct support of its instructional mission have [grown from \\$275.6 million to \\$320.7 million](#). This is an increase of \$45 million dollars or 16%, which was achieved despite a \$29 million reduction in state appropriations during this time.

See 3.A for more on WVU's investment in academic programs.

## Research

WVU's commitment to high-impact research is well evidenced by its [R1: Doctoral Universities – Highest Research Activity status](#) attained in 2015. The impact of the university's research is exemplified by its role in uncovering the [Volkswagen “scandal”](#) in 2016. Researchers at WVU's Center for Alternative Fuels, Engines and Emissions (CAFEE) found elevated levels of oxides of nitrogen from Volkswagen diesel vehicles during tests after comparing on-road emissions levels to levels in a lab setting. The CAFEE team became media fixtures and gained world-wide notoriety when the U.S. Environmental Protection Agency and California Air Resources Board charged Volkswagen with violating the Clean Air Act and the automaker admitted to installing a “defeat device,” software code that altered the performance of the emissions system, on their vehicles. In October 2016, in a [final settlement](#), Volkswagen was ordered to provide 475,000 Volkswagen owners in the U.S. a choice between a buyback of their vehicle or a free repair and compensation, if a repair is available. In addition, the company was ordered to fund a \$2.7 billion trust fund for environmental mitigation and \$2 billion investment in clean-emissions infrastructure.

For more information regarding WVU's research productivity and impact, see 3.B.5.

## Healthcare

Within its mission related to healthcare, WVU has prioritized six key areas to aggressively target major health disparities in the state. These Signature Programs were selected to form a base to operate efficiently across WVU's integrated statewide organization, tap into unique external funding opportunities, expand the spectrum of care for patients, improve the health of the state's population, and create a brand that is financially sustainable.

The six Signature Programs under development include the following:

- [Cardiovascular](#)
- [Children's health](#)
- Critical care/trauma
- Cancer
- Neurosciences (including behavioral health and addiction)
- Surgical services

The first of these programs, the WVU Heart and Vascular Institute, opened in June 2016 and has already moved into its new, [\\$200 million, ten-story tower](#) in Morgantown. The tower was built by the West Virginia United Health System, highlighting that the resources of WVU's affiliates should also be considered in evaluating the sufficiency of resources to support the institution's goals. The WVU Heart and Vascular Institute provides a variety of procedures that cannot be found elsewhere in West Virginia or in the broader region. For example, the institute is [one of 25 centers worldwide](#) — and one of just six in the United States — to use a minimally invasive robotic procedure to implant the Tendyne transcatheter mitral valve.

### **Prosperity and Transformation**

WVU's commitment to transforming the state is evidenced by its leadership in [West Virginia Forward](#), an initiative to reinforce the foundation for economic growth, identify opportunities to diversify the economy, and draw a clear roadmap to navigate transformation of the economy of the state. WVU raised private funds to commission McKinsey & Company to analyze trending business sectors that could provide potential for job growth and economic stability. Through this work with its partners, the State Department of Commerce and Marshall University, WVU has developed a clear understanding of the economic sectors that have the highest potential for success and the economic enablers necessary [to attract those industries](#). That understanding has been translated into an [implementation plan](#) with six initiatives:

- Business attraction
- Human capital strategy
- Local business support
- Innovation leadership
- Sector diversification
- Infrastructure investment

WVU has committed to a number of actions to support the implementation plan. WVU will provide governmental relations expertise at the state and federal level to implement legislative change. It will staff the steering committee that will identify additional projects. WVU will develop new programs to support the industries identified within the report (e.g., cybersecurity). WVU will provide scholarly support to the initiatives of West Virginia Forward. Finally, WVU will continue its fundraising efforts to support transformation of the state's economy.

The university is well positioned to influence the impact of the recently announced [\\$83.7 billion investment](#) in West Virginia by one of the world's largest energy companies due to the university's long-term research and development work with the company. WVU will help coordinate the investments with funding focused on developing an [Appalachia Storage and Trading hub](#) to reinvigorate the state's and region's petrochemical industry.

#### 5.A.4

WVU's human resources practices ensure that staff are appropriately qualified and trained. Each job description contains the minimum qualifications for the position. All candidates are screened by Human Resources against those minimums, and only those who meet the requirements are referred to the hiring manager. Upon hire, each employee must maintain qualifications required for his or her position and must [attend all required training](#) that may include but is not limited to:

- Harassment and hostile work environment prevention (as required by Title IX)
- Supervisor training
- Ethics training
- Information security (including FERPA and HIPAA compliance)

To attract high-quality applicants, WVU has restructured its hiring process to improve efficiency and the applicant experience. Implementation of talent acquisition software modernized the university's hiring processes for faculty and staff. The application and selection process has been completely transformed as a result of business process redesign and the infusion of technology. Use of social media has been incorporated into the process of sourcing qualified applicants, resulting in an [increase in applicant flow](#).

[Search guidelines](#) have been developed to support hiring managers as they work to select the best candidates. Hiring managers are offered training in Motivational Based Interviewing techniques and have access to a [library](#) of customizable interview questions to improve their assessment of prospective candidates. A [standard relocation benefit](#) and [new employee orientation program](#) were developed to ensure smooth transition of new hires into the workforce.

By increasing the applicant pool, improving the interview process, and easing the transition to employment at WVU, the university is able to hire employees who are well qualified and prepared to execute their job responsibilities.

The processes to ensure that faculty possess appropriate credentials in regard to their instructional responsibilities are addressed in 3.C.2. Instructional training and development of the faculty is supported through:

- Consultations related to course design, effective and efficient teaching practices and integrating technology
- [Workshops](#) on a range of teaching topics based on instructor feedback and requests

- Departmental planning sessions to assess curriculum and discuss curricular change

The research efforts of the faculty and other employees are supported through [training and resources](#) in the areas of:

- Human research protections
- Conflict of interest
- Animal care and use
- Export control
- Responsible conduct of research

For more information, see 2.E.1.

Graduate students' teaching, research, and career development are supported through [courses offered through the Graduate Academy](#). A certificate in university teaching is available to graduate students in teaching roles at WVU and others interested in college-level instruction.

Classified staff without an undergraduate degree may complete undergraduate coursework or portfolio requirements at no charge. These staff members are eligible for tuition remission for two courses per academic year. In addition, all employees may receive work release for three hours per week.

## 5.A.5

WVU has robust systems and processes in place to develop its annual budget and regularly monitor its actual revenues and expenses in comparison to that budget. Financial information is shared regularly with the WVU Board of Governors (BOG) in easy to understand formats.

At all levels — institutional, college and unit — WVU relies on a combination of [annual budgets](#); [monthly financial reports](#); [cash forecasting](#) and [monitoring](#); and robust reporting tools, such as Oracle Business Intelligence (OBI) and SQL, to plan for and monitor its financial activity.

WVU's full BOG membership is advised of the university's financial performance at least quarterly, throughout the year. WVU's annual budget is typically adopted by the BOG at its June meeting. Quarterly, management presents [revenue and expense reports](#) to the BOG that compare actual performance to budget for the current year. WVU produces [financial statements based on activity through December 31](#) of each year. The December statements undergo an agreed-upon procedures assessment of certain material financial statement components by the university's external auditor. Finally, [externally audited financial statements](#) are presented to the BOG annually upon conclusion of the audit. The BOG Audit Committee receives these statements and discusses them with the audit partner. In addition, management prepares a [presentation of financial information](#) based on the audited

statements that provides a deeper look into the financial health of the university, including trends over time.

The BOG's Finance and Facilities and Revitalization Committee routinely reviews and discusses the materials described in the paragraph above at its meetings. Committee members engage management in comprehensive and thorough discussions regarding financial performance and projections to meet their fiduciary responsibilities.

### **College and Unit Budget Management**

Annually, colleges and other units engage in the budget planning process. The budget planning process begins each spring and is overseen by the Budget Office. The Budget Office categorizes university funds in one of two ways, central and non-central, and the processes for the categories vary slightly.

Central funds are primarily derived from the university's state appropriation and its university tuition. These funds are allocated to units, including colleges and schools, through an annual budget process. Changes to a unit's budget allocation are primarily incremental, such as funding to support a general salary increase program or reductions to achieve the university's expense target. Early in the spring semester, units are informed of their [budget allocations](#) from central funds for the upcoming year.

Non-central funds are other unrestricted revenues that are generated and owned by the unit. For example, auxiliary unit budgets are comprised primarily of non-central funds. In the spring, units submit detailed budgets based on expected revenues and expenses related to these funds for the upcoming year. These budgets are subject to approval by the Budget Office. For most academic units, college tuition, summer session revenue, and online revenue represent the majority of their discretionary non-central revenue. In some colleges, grants also make up a significant portion of their financial resources.

All funds, regardless of their designation as central or non-central, are subject to monitoring and reporting by the Budget Office as well as the Accounting and Reporting unit. The Budget Office generates and provides budget-to-actual performance reports to all colleges and units. These reports are cash-basis reports and are provided on a monthly basis to the chief business officers. Significant variances compared to budget and fluctuations from prior year performance are routinely reviewed and investigated.

Unit-level budgets and financial activity are primarily monitored through OBI. This flexible reporting tool allows campus business professionals to access financial and human resources data to support decision-making at the local level. Data retrieved through this tool can be exported to Excel and other file formats for further analysis and formatting for presentation.

## 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

## Argument

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### 5.B.1

The powers and duties of the Board of Governors (BOG) are clearly delineated by West Virginia state law and its [bylaws](#). The governance and administrative structures of the Board are discussed in 2.C. The delegation of powers to the President and further delegation to various administrators with clearly articulated authority limits and requirements for reporting to the BOG ensures that WVU effectively satisfies its mission while engaging its constituents.

The members of the BOG are knowledgeable about the institution and the opportunities and challenges facing higher education in West Virginia. [State law requires](#) that each member complete three hours of training within six months of beginning service and complete six hours of training every two years thereafter. Generally, new members undergo an orientation session led by senior university officials. Annually BOG members are provided training on the West Virginia ethics law and NCAA rules. All training and development of members is [certified](#) to HEPC annually by the BOG chair.

The BOG provides oversight for WVU's financial and academic policies and practices and satisfies its legal and fiduciary responsibilities by meeting, as required, at least six times per year to exercise approval over academic programs and institutional budgets and facilities. Additional special or emergency meetings of the BOG may be held to deal with urgent or time-sensitive issues. At each regular meeting, the BOG receives reports on relevant topics, including, but not limited to:

- Academic and auxiliary programs
- Academic and administrative units
- Annual reports, including [audited financial statements](#) (see 5.A.1)



- Periodic financial reports, indicators and forecasts
- University positions on relevant matters
- WVU facilities, including capital planning and project status

Minutes of the BOG reflect fulfillment of its duties as articulated in [state law](#), including:

- [Review of academic programs on a five-year cycle](#)
- [Approval of new academic programs](#)
- [Evaluation of the performance of the President](#)
- [Approval of certain capital projects](#)
- [Approval of tuition and fee increases](#)
- [Approval of the annual budget](#)

The BOG utilizes a committee structure that includes the following [six committees](#) to facilitate deeper understanding of the various facets of the institution:

- Accreditation and Academic Affairs Committee
- Audit Committee
- Divisional Campus Committee
- Executive Committee
- Finance and Facilities and Revitalization Committee
- Strategic Plans and Initiatives Committee

Committees serve as work groups to study the complex issues related to WVU's mission and operations and allow members to develop a foundation of knowledge necessary to carry out their fiduciary duties. In the event action must be taken by committee, all resolutions offered that involve matters for record in the minutes are in writing and follow the West Virginia Open Government Proceedings Act.

## 5.B.2

The BOG includes representatives of faculty, staff, and students as full voting members. Planning and policy development involve broader representation from constituent groups. Transparency and open discussion are the basis for effective communication and decision-making to effect solutions that best serve WVU's needs and ensure its integrity.

The BOG, President, Provost, Vice President for Health Sciences, and other senior leaders routinely interact with faculty, staff, and students at all levels within the institution. Feedback is received in regularly scheduled committee meetings, [open forums](#), and personal interactions.

The Faculty Senate, the Graduate Council, the Classified Staff Councils, and the Student Government Associations are the representative groups instrumental to shared governance. Each group has access to the President, campus Presidents, and other university leaders on a regular basis through formal meetings in which the agendas are set by the constituent

groups. Input and feedback are also sought from these groups routinely on topics that are of particular relevance to their constituents.

WVU's commitment to shared governance is exemplified in its approach to expanded authority regarding human resources rules, policies, and practices gained during the 2017 legislative session. Pursuant to this expanded authority, WVU has the opportunity to write its own rules (policies) and not be subject to those of HEPC. As this legislation was being considered, WVU administrators began to engage the campus community on this topic through a [Campus Conversation](#) in February 2017.

WVU conducted five policy development workshops to inform its implementation of aspects of this legislation. These full-day sessions engaged a cross-section of employees to provide [input and guidance](#) to policies addressing reduction in force, performance management, classification and compensation, and paid leave benefits related to classified and non-classified employees, but not to faculty. Draft Rules were shared with the Staff Councils and the BOG for review and comment [prior](#) to posting for a formal 30-day comment period. During the formal public comment period, [additional comments were made and considered for incorporation into the final Rules](#).

WVU will use a similar process to develop human resources rules related to faculty employment issues now under the authority of the BOG due to the recent legislation. This work is scheduled for fall 2017 and spring 2018 to ensure participation and input from the faculty. [Campus Conversations](#) were held in October 2017 to begin the dialogue about these rules.

WVU not only has policies and procedures in place to ensure engagement in institutional governance, it actively seeks input from its internal constituents on issues affecting the university community. Input from constituent groups is ensured through their representatives who serve as voting members of the BOG.

### **5.B.3**

WVU's BOG, President, Provost, Faculty Senate, Graduate Council, Staff Councils, and Student Government Associations all have a voice in the development of academic requirements, policy and processes.

WVU faculty communicate recommendations on academic and scholarly matters to the West Virginia Legislature, HEPC, and the President or President's designees through procedures specified in the Faculty Constitution. Subject to certain limits, the Faculty Senate, a body of elected representatives, develops, monitors and recommends general policies on academic standards, objectives, and other matters that affect more than one college or school to the BOG, the President and members of the executive leadership team. The Graduate Council has similar responsibilities in regard to graduate programs.

Academic requirements, policies, and processes are maintained and monitored through the committee structure of the Faculty Senate and the Graduate Council. There are currently 12 [committees](#) of the Faculty Senate. Each has an articulated purpose ranging from oversight of the curriculum to assessment of teaching effectiveness to review of student academic conduct. WVU's commitment to shared governance is clearly demonstrated by the inclusion of staff and students in the membership of Faculty Senate committees as both voting and ex-officio members.

The work of the Faculty Senate and its committees is documented through its agendas and meeting minutes, which are publicly posted on its website. Agendas are posted in advance of each meeting and include links to items being considered for approval and any informational reports. The actions of the Graduate Council are similarly documented in its meeting minutes, which are posted on its website.

The processes for creation of new programs and program review are addressed in 3.A. The design and maintenance of the General Education Foundations (GEF) is the responsibility of the GEF Committee, which includes student representation, as does the Library Committee.

The Faculty Welfare Committee's charge is to review, study, and make appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty. This is a broad responsibility and permits this committee to address an array of issues. Most recently, the committee has advanced a [Statement of Support for Gender Inclusivity on University Forms](#). The [most recent annual report](#) of the committee discussed goals related to communication, parking, tuition benefits, and health insurance. The Staff Councils serve a similar function as the representative groups for classified employees.

Finally, the Provost's policy committee, comprised of administrators, academic staff, and faculty, drafts and revises institutional academic policy. Those drafts and revisions are circulated to multiple groups for review and comment including: academic assistant and associate deans, a Faculty Senate committee, and the Student Government Association. Final drafts are then offered by the BOG for a 30-day public comment period. If necessary, additional changes are made; the policy is then approved and implemented by the BOG. The campus is kept apprised of the progress of the group through [regular communication](#).

## 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

## Argument

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### 5.C.1

WVU demonstrates systematic and integrated planning across all campuses through comprehensive institutional actions, monitoring and responses that underpin its vision and goals.

Central resources are allocated by the [University Planning Committee](#) (UPC) which is chaired by the provost and comprised of all of the vice presidents, among others. This membership represents all facets of WVU and ensures that not only are decisions made by the group in alignment with the mission and values, but they are balanced to meet the many diverse needs of the institution to ensure long-term sustainability.

The UPC's responsibilities include:

- Development of strategies for long-term financial planning (through models, analyses, scenarios)
- Review and assessment of WVU's financial performance
- Recommendation of an annual budget to the president that addresses the priorities of the institution
- Recommendation to the president of campus-wide plans that have significant financial ramifications, such as salary plans and tuition increases
- Oversight of WVU's investments and debt management, with responsibility for performance and policy review
- Approval of all capital projects in excess of \$25,000

In keeping with WVU's mission, its two largest functional expenditures are instruction and research. Public service is the sixth-largest functional expenditure category behind auxiliary enterprises, general institutional support and operation, and plant maintenance. Spending on these functions has increased by 9.2% over the past four years.

In FY 2017, [over 52% of WVU's expenditures \(excluding depreciation and amortization\) related to these three direct functional categories](#). The percentage of spending on instruction, research, and public service has been relatively stable and above 50% for the past four years.

To support multiyear planning throughout WVU, in February 2016 the Provost's Office [spearheaded the development of five-year budget plans](#) for each of the non-health sciences colleges. Each college was provided with a plan template that provided five years of financial history and guidance on institutional planning parameters, such as what level of salary increase to plan for and the level of increases in college tuition that could be expected through the planning period. The deans were also provided a [Strategic Initiative Template](#) that they completed and reviewed with the Provost's Office prior to inclusion in the five-year budget plan.

These initiatives included an array of projects in the areas of academic programming, research productivity, outreach, philanthropy, faculty hires and salaries, enrollment, and capital needs. Based on these materials, the deans developed five-year budget plans for their colleges in conjunction with staff from the Provost's Office and the finance division. This process and the resulting plans created excellent opportunities to articulate and discuss college priorities and obstacles to attain alignment of strategic efforts across colleges with those of the university.

## 5.C.2

Assessment of student learning is central to academic decisions but is not explicitly linked to the budget process. However, the results of the program review process affect both academic planning and budgeting. Programs and courses may be targeted for expansion or elimination, both of which would have budgetary impacts.

5.D.1 and 5.D.2 include discussions of a number of initiatives that demonstrate the linkages between evaluation of operations and planning and budgeting. Particularly, the implementation of the Mountaineer Hub and the expansion of Adventure WV incorporated considerations of assessment of student learning and outcomes.

A specific example of a major initiative that linked student learning, evaluation of operations, planning and budgeting is the acquisition of the former campus of Mountain State University in Beckley, WV, and the subsequent decision to relocate the West Virginia University Institute of Technology (WVUIT) from Montgomery, WV, to this campus.

The BOG [voted](#) in February 2015 to authorize management to complete due diligence, negotiate and execute a purchase agreement, and, if necessary, finance the purchase of land

and other assets belonging to Mountain State University. At this same time, management was struggling to make WVUIT financially viable. Since 2004, the institution's [FTE enrollment had declined by 19%](#). Over that same period, its retention and six-year graduation rates had decreased by [five](#) and [nine](#) percentage points, respectively. Management knew that the physical condition of the campus and the town in which it was located were serious obstacles to student satisfaction, which directly affected student success at the institution.

In fall 2015, the BOG voted to open the Beckley campus as another location of WVUIT in fall 2016 and to transition the institution fully to Beckley by fall 2017. The rationale for this decision and the vision for WVU Beckley were articulated in [Vision for the Beckley Campus and WVU Tech](#). In February 2016, the Higher Learning Commission [approved the teach-out plan](#) for the Montgomery campus.

Within a year from that decision, the Beckley campus welcomed its first students. Numerous analyses were undertaken and decisions were made to support the opening of the campus. Courses offered were selected based on factors such as demand, application to satisfying the general education requirements, and availability of faculty. The classrooms used for this instruction considered class size, room amenities, and availability given the implementation of the campus Master Plan discussed below.

As part of the planning for the future of the Beckley campus, the physical assets of the campus were thoroughly assessed with a view toward a total capacity of 3,000 students. These analyses resulted in the development of the [WVU Beckley Master Plan](#). This plan addressed needs for improvements to academic facilities, athletics facilities, and student support facilities, as well as general campus amenities such as information technology infrastructure, branding, and signage. All projects were [completed](#) by the beginning of the fall 2017 semester.

While this description has focused on the planning of the physical assets of the campus, similar work was undertaken to ensure adequate class offerings, staffing of the campus, co-curricular offerings, student support services, housing and dining operations, marketing and recruitment materials, community relations, and a myriad of other concerns.

WVU has made significant investments in purchasing and preparing the Beckley campus to better serve WVUIT students and promote student success. WVU believes that this move will be transformative, providing a platform for fulfillment of its land-grant mission to an area of the state that has been affected by flooding and economic loss in recent years. With regard to student outcomes, WVU Beckley saw a 9.6% point increase in its fall-to-fall retention rate in fall 2017 and total enrollment of 1,623 undergraduates.

### 5.C.3

Upon achievement of R1 status, WVU embraced a dynamic planning process. This approach uses the university's resources to meet its goals by capitalizing on opportunities as they present themselves. As potential initiatives are explored, teams of individuals with specific

expertise are brought together to assess the possibilities for achievement, develop implementation strategies, and effect outcomes.

This planning approach has led to many successful initiatives, particularly with external entities, that have allowed WVU to advance its mission. Leveraging the announcement of the Boy Scouts of America's purchase of over 10,000 acres in southern West Virginia for development of a permanent location for the National Scout Jamboree, university programming on [forensic science](#) and [science behind the sport](#) has been delivered to thousands of scouts. Similarly, the location of the Criminal Justice Information Services Division of the FBI in Clarksburg, WV, [led to the development of a forensic science program at WVU](#). WVU is now the only institution in the country to offer bachelor's, master's and doctoral degrees in forensic science.

On March 1, 2016, President Gee addressed the need to transform WVU. Subsequently, [Transformation Teams](#) were charged to examine everything from how talent is recruited to increasing student retention to simplification of business functions. The teams were created to move quickly, while seeking input from a variety of constituencies to develop new strategies and generate ideas. The teams were created to encourage dialogue within the campus community about how WVU approaches its future. The teams are coordinated by an oversight group that includes the leader of each team, three deans, and other university administrators.

Internal constituencies are involved in university planning processes and their input frequently informs the final product. WVU's commitment to open dialogue on important university initiatives is demonstrated by the series of Campus Conversations that have been developed to inform and seek input from stakeholders as WVU undergoes transformation. The Campus Conversations are open forums on specific topics of interest to the university community. Topics to date have included:

- [WVU Budget 101: Challenges and Opportunities](#) – April 2016
- [Transformation through Innovative Business Practices and Strategic Procurement](#) – May 2016
- [Turning Off the Lights and Other Strategic Ways to Save Energy and Money](#) – June 2016
- [Strategic Goals and Five-Year Budget Plan](#) – September 2016
- [Mission, Vision and Values](#) – February 2017
- [Human Resources Bill HB 2542](#) – February 2017
- [Proposed Human Resources Policies](#) – May 2017
- [Proposed Human Resources Rules](#) – August 2017
- [Bi-Weekly Pay](#) – August 2017
- [BOG Policies Related to Faculty Pay](#) – October 2017
- [West Virginia Forward](#) – November 2017

The campus conversations are streamed live and available online permanently to ensure that all interested stakeholders have access.



Planning processes at the college level are informed by formal visiting committees. Each college and school has a visiting committee that is engaged in an advisory capacity to the dean, providing insights and observations regarding college offerings and operations based on their professional experiences.

#### 5.C.4

As detailed in 5.C.1, the UPC represents all areas of the university and is responsible for developing the university budget annually. Members of the committee provide input to the budget planning process and carefully consider fluctuations in State funding, limits on tuition increases whether due to limits as dictated by [state law](#) and/or due to market price elasticity, and changes in enrollment as they affect revenues. They also consider impacts of expense priorities such as faculty and staff compensation including benefits, state, federal and accounting board mandates, and energy costs.

Finally there are some items, such as sponsored research and gift revenues, that have both revenue and expense implications. Recommended budget scenarios incorporate all of these components into a final recommended plan. That plan is then shared with the finance and facilities committee of the BOG, which reviews all of the revenue and expense assumptions and provides further guidance, which is incorporated into the final budget approved by the BOG in June of each year.

A specific example of WVU's ability to plan based on its current capacity is demonstrated by its assessment of its facilities capacity to address total enrollment of 40,000 students. In fall 2014, President Gee [announced](#) this ambitious goal. Understanding the physical capacity of the campuses was a key factor in determining the growth strategies to achieve that goal. A general classroom capacity study was conducted to evaluate the impact of the planned growth at WVU Morgantown.

Based on classroom utilization to support 29,466 students at WVU Morgantown, it was determined that an additional 365 [classroom times](#) would be needed outside of the hours of 8 a.m. to 5:30 p.m. to support enrollment of 40,000 students. Evening classroom availability was compared to this need, and management concluded that the current inventory of classrooms is [sufficient](#). This analysis gave senior management confidence that growth in on-campus enrollment can be accommodated while recognizing that a significant amount of the planned growth will likely be achieved through growth in student populations that will not consume Morgantown classroom resources, such as larger enrollment at the additional locations and more online students.

#### 5.C.5

WVU's planning is informed by changes in technology and demographics and considers the impact of globalization. Each of these issues presents significant challenges and opportunities for all institutions of higher education in the U.S.

## Technology

Students expect technology to support their academic lives. WVU has made a number of investments in technologies supporting student success. Tools such as Schedule Builder and DegreeWorks enable students to easily plan their schedules and ensure on-time degree completion. Schedule Builder allows students to [evaluate various schedule options](#) based on their plans of study and course availability. DegreeWorks provides [tracking of completion of degree requirements and indicates requirements yet to be fulfilled](#).

WVU has also embraced social media as a critical component of its communication strategy. The students coming to our campus are digital natives, and social media is the number-one reason that they use the internet. They prefer visual channels and visual storytelling. WVU's recruitment materials and events have shifted to engage students in a different way to meet their expectations; for example, there is always an [interesting photo opportunity](#). Prospective students and their parents can have an online chat session with an admissions counselor to answer any questions that they have or receive assistance with the applications process.

## Demographics

The number of high school graduates in West Virginia is anticipated to decline from 18,000 to 16,500 over the next 10 years, according to the [2016 Knocking at the College Door report](#). Historically, WVU has relied on its reputation within the state to attract in-state students. This approach is no longer acceptable. Over the past three years, WVU has shifted its in-state recruitment strategy. Previously, in-state recruiters were based in Morgantown and traveled within the state. Now there are three regional recruiters within the state who live in the markets that they recruit from. In-state, first-time freshman enrollment had been declining since fall 2011 until fall 2016 when the number of in-state first-time freshmen (FTF) students [increased by 118 students](#). Another 67 in-state FTF students were gained in fall 2017.

WVU Morgantown has long enjoyed significant nonresident enrollment, with the majority of these students coming from the Northeast and surrounding states. Of WVU's non-resident primary market states — Pennsylvania, New Jersey, New York, Maryland, Virginia, and Ohio — only Maryland and Virginia are projected to grow their number of high school graduates over the next 10 years. However, all of the states in WVU Morgantown's primary market are undergoing a demographic shift to larger numbers of high school graduates from non-white populations. As non-white students have historically had significantly lower college-going rates than white populations, it is reasonable to assume that many of these future high school graduates will be first-generation college students. This is a population that WVU has a long history of serving due to the state's relatively low college attainment rates. WVU is leveraging its experience with TRIO and Upward Bound to develop a comprehensive first-generation experience including a living-learning community, common classes and support from [faculty and staff who were first-generation college students themselves](#).

The number of FTF from WVU Morgantown's non-resident primary market states [has been growing slightly](#) over the past two years after declining a bit. WVU has begun to explore new

markets where WVU has strong alumni ties such as the Houston, TX, and Charlotte, NC, areas.

## Globalization

WVU's global strategy includes development of Global Portals as the institution's connection points to strategic locations around the globe. These portals act as hubs for the promotion of research, corporate connections, recruiting, and development. Portal locations have strong connections to WVU within a particular region. WVU has identified three areas for development of its portal presence based on faculty interest, student mobility, international students, and economic similarities. They are [Bahrain, China and Mercosur](#).

WVU's relationship with the Royal University of Women (RUW) in the Kingdom of Bahrain demonstrates WVU's innovative approach to globalization. RUW is the first private, purpose-built international university in Bahrain solely dedicated to providing higher education to women. Since 2010, WVU has assisted RUW in developing its academic programs by benchmarking and evaluating courses in [Business](#), [Computer Science and Information Technology](#), and [Fashion, Interior](#) and [Graphic Design](#).

The next phase of this relationship will be offering the WVU Bachelor of Science in Civil Engineering (BSCE) on the RUW campus. Engineering courses within the program will be taught by RUW faculty supervised by WVU faculty. Both the [Higher Learning Commission](#) and Bahrain's [Higher Education Commission](#) have approved the offering of this degree program in this location. ABET accreditation will be pursued once the first graduating class has graduated.

Costs associated with new buildings, equipment and any operating losses will be borne by RUW. WVU views this as a significant opportunity to raise its profile in the Middle East where it already enjoys a strong reputation. Almost half of WVU's full-time international students are from the Middle East. This strategy allows WVU to target a population, Middle Eastern women, which has not traditionally pursued higher education in the U.S. Furthermore, this international enrollment population will be insulated from any changes in policy related to pursuit of educational opportunities in the U.S.

## 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## Argument

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### 5.D.1

WVU routinely evaluates its operations and uses information to change its processes and practices to improve efficiency, effectiveness, and service. Measurement of learning outcomes is addressed in 4.B.2. WVU routinely monitors its performance in delivery of routine services such as its facilities maintenance activities, transportation system operations, and enterprise systems' up-time. Examples of more robust reviews of non-academic endeavors include assessment of the impact of co-curricular initiatives and recruitment monitoring as addressed in this section of the self-study. Further evidence of WVU's practice of evaluating its operations are included in 5.D.2.

### AdventureWV

AdventureWV began in 2003 as a small outdoor orientation program for incoming first-year students. Orientation Experiences are optional pre-college trips and programs that allow students the opportunity to meet other freshmen, reflect on their transition to college, hear advice from upperclassmen leaders about WVU, and see a different side of WVU and the state. Participants provided written reflections of their experience that anecdotally spoke to the success of the program, but WVU wanted to study whether these trips had any significant impact on participants' retention and graduation rates. In 2014, WVU [studied the behavior of the 2004-2012 cohorts of this program](#). Significant findings of that study included:

- A 5.4% increased retention rate for participants
- A 6.3% increase in graduation rate for participants
- A larger impact on student success for students with low expected family contributions

Based on these findings, \$1 million was invested to expand the program and reduce the cost of participation. Prior to the study, the price of each program was set to completely offset the cost of delivery. WVU believed that this was a barrier to participation for students who would most benefit from participation. The trips now cost \$95 and are free of charge to students

who are Pell-eligible. The program has grown from 14 students in that first cohort to almost 1,000 participants during the summer of 2017. WVU's Adventure WV Program is recognized as the largest program in the country and as a leader in outdoor orientation programs.

### **Freshman Enrollment Monitoring**

Each year WVU Morgantown begins its freshman enrollment monitoring process in late September for the next fall term. Meeting enrollment goals is of critical importance to WVU given its dependence on tuition revenue. A team of senior leaders meets weekly to review this data and adjust recruitment strategies.

At the beginning of the monitoring process (September - October) the level of applications and admits by residency are monitored compared to the prior year. As the enrollment cycle continues (December - August), monitoring focuses on state of residency and academic quality and comparisons are made to both the [prior year](#) and the [enrollment goal](#) for the current year.

In addition to this monitoring of information at the college level, enrollment comparison data is also produced at the [major level](#) so that the colleges can get a sense of how their various majors are enrolling compared to the previous year. This information informs planning of course offerings in the GEF and in the particular majors for the upcoming fall term in anticipation of likely demand for particular courses.

Enrollment projections are produced weekly from November to August. The models assume that students behave as they did the prior year. Early in this cycle the projection is based on [admits](#) but as the enrollment cycle continues and more data is available, a projection based on [deposits](#) is produced. WVU takes actions to improve yield based on these models.

Freshman orientation is conducted during the summer and includes registration for courses. During this time, freshman enrollments are measured on a daily basis. During this same period, WVU also actively monitors cancellations of deposits, compared to the previous year.

### **5.D.2**

WVU uses data about its operations to improve its performance to meet its obligations as a 21<sup>st</sup> century land-grant university. 4.B.2 addresses the ways in which academic programs and operations are improved by applying assessment measures and identifying opportunities for enhancement. In its administrative operations and systems, WVU has been actively engaged in efforts to increase its efficiency and effectiveness to reduce costs in these areas so that a larger portion of WVU's total resources can be focused on direct mission support.

### **Mountaineer Hub**

In early 2015, students at WVU Morgantown needed to navigate through several different offices to address issues related to course enrollment, billing, and financial aid. Resolving an

issue might involve interaction with all or some of six different offices in [various locations across campus](#). Because issues were often inter-related and had domino effects that were not well understood by the students, optimal resolution would frequently require multiple interactions with these offices. To improve student service, a one-stop shop for frontline services of these offices was created. In November 2016, WVU co-located these services and integrated them into a seamless approach within the Mountaineer Hub (Hub). It is important to note that the Hub serves all WVU students regardless of location.

Since then significant improvements have been made to the student experience. A [queuing system](#) was implemented so students register for an appointment and receive an estimated wait time. A [knowledge base](#) was established and made available online to provide self-service information regarding payment, registration, and financial aid. An online [contact management system](#) was implemented to handle inquiries systematically, allowing each inquiry to be tracked until closed.

With those foundational elements in place, the Hub staff were able to focus on proactive steps to provide more customer service and reduce the need for calls and visits to the Hub. For example, prior to Orientation, Hub staff make proactive phone calls to students who lack documentation required to disburse financial aid alerting them to those items and working with them to resolve any issues. Students who complete a FAFSA receive a [personalized estimated bill](#) including estimated financial aid. This format allows students and parents to easily see whether additional resources are needed to satisfy the bill.

The Hub changed billing notification to students. In the past, bills were run and viewable through Banner. The [format](#) of these bills left a lot to be desired and in many cases created more questions than it answered. In fall 2017, WVU created a [more informative billing statement](#) that was sent to a student's email address. Phone calls decreased significantly compared to the same timeframe last year, with fewer calls from confused parents and students regarding the amount owed and the bill layout.

The success of this initiative is demonstrated by a [14% reduction in visits and calls](#) to the Hub compared to a similar timeframe the previous year. The Hub staff meet once a week to discuss happenings in the office and questions/difficulties experience by students allowing the team to provide continuous improvement in process and service delivery.

## **Culture Assessment and Change**

WVU's employees must change and adapt as paradigms shift, the pace of change increases and demands from parents and students increase. To better support its employees, WVU is actively working to change its culture. This shift is evidenced by the renaming of Human Resources to "Talent and Culture." To be successful in the long-term, WVU understands the importance of its people and its environment.

WVU's efforts to improve its culture began with a culture survey in 2016 to a random sample of 2,000 faculty and staff. From that effort, [WVU learned](#) that employees had a high sense of pride, were student-focused and enjoyed their co-workers. The areas identified for



improvement were empowerment, appreciation/recognition and coaching and feedback. To improve in those areas, Talent and Culture undertook a series of initiatives, including:

- Engaging employees in policy development
- Development of the [Go Beyond portal](#) to support employee recognition and appreciation
- Requiring more frequent performance feedback supported by mandatory training of supervisors

The culture survey was deployed again in fall 2017. This time it was available to all benefits-eligible employees. WVU intends to continue measuring its progress in improving the campus culture.

### **Evaluation of Local Business Operations Units**

To simplify and standardize business functions, a team was tasked to reimagine the delivery of business services across campus. At that time WVU had over 20 independent business offices across campus that worked in conjunction with central support offices such as Accounting and Reporting, Budget, and Procurement and Payment Services to transact business. Each of these business offices had its own processes, service levels, rules, and systems. In July 2016, six of these business operations were combined as a pilot service center. Since implementation, staffing within this new entity has been reduced by [13 employees](#) while standardizing and simplifying local practices for an estimated savings of \$550,000/year.

At the same time, WVU contracted an external evaluation of business operations to develop a plan to implement this concept university-wide. The work done was assessed using internal survey data from the employees doing the work and was [divided by category \(strategic, functional and transactional\) and by function \(human resources, financial services, contracts and grants management, communications and event planning, and facilities\)](#). This analysis provided a clear understanding of the work and by whom and where it was being done. This permitted [observations about cost structure](#) among the business units as well as the allocation of resources, both time and money, to the work.

WVU has decided to implement a [shared services model](#) where work is distributed by level of complexity among a service center/store front, central offices and colleges/units. The next phase of implementation of this concept will conclude in spring 2019 with the opening of another shared services center and several store fronts in various locations.

### **Graduate Student Funding**

Another of the transformation teams was focused on graduate assistantships and tuition waivers for graduate students. The team assessed the effectiveness of WVU's spending to provide support. At WVU, 20-hour-per-week graduate assistants receive a full university tuition waiver and a stipend amount based on the student's discipline and qualifications. Graduate assistants are responsible for paying university fees and college tuition. Health



insurance is provided at no cost to graduate students. In addition, merit-based tuition waivers are provided to a limited number of selected students who do not have graduate assistantships or other forms of support, such as fellowships.

The team reviewed data about the [use of graduate assistantships](#) as well as other data. Based on this analysis several changes were made in WVU's use of graduate assistantships. Graduate students will not be employed as residence hall assistants beginning in fall 2018, the rules for summer assistantships were modified and the allocation of graduate merit tuition waivers was changed. The method of calculation used to distribute merit based tuition waivers was adjusted to align with Ph.D. production and full-time graduate student enrollment. Several activities were implemented in fall 2017 including permitting college tuition to be waived and increasing communication about health insurance coverage and the option to decline employer provided health insurance.

### **Implementation of Mountaineer Marketplace**

While WVU had an online purchasing tool available before 2016, it did not meet the needs of the campus. The system allowed users to shop online from various vendors' catalogs but was difficult to navigate. It required all purchases to be paid with a procurement card, which created a lot of post-purchase work to connect the charge to the appropriate funding source and satisfy the documentation requirements of the State Auditor's Office.

To improve the customer experience, improve the process and [gain additional business intelligence about spend](#), WVU re-implemented the software. This technology satisfied users by providing an "Amazon-like" experience. It allows users to track orders and gain real-time information about purchases and commitments. It allows central procurement to create preferred vendors with pre-negotiated pricing and terms. It also allows [internal purchases](#) to be made in the system, eliminating \$165,000 annually in credit card transaction fees.

Implementation of this system is projected to save \$5 million per year through the use of negotiated contracts. There will also be significant internal resource savings due to elimination of internal forms and up-front identification and charging to the ultimate funding account.